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ABSTRACT

This monograph presents an overview of all educational programs approved for national dissemination by the federal Joint Dissemination Review Panel since 1974. It provides basic information on exemplary products and practices in the described projects. The projects are divided into 16 sections: (1) adult education; (2) administration/organizational arrangements; (3) alternative schools/programs; (4) basic skills--language arts/writing; (5) basic skills--mathematics; (6) basic skills--multidisciplinary; (7) basic skills--reading; (8) bilingual/migrant education; (9) career/vocational education; (10) early childhood/parent involvement; (11) gifted and talented/technology/special interests; (12) health/physical education; (13) preservice/inservice training; (14) science/social science; (15) special education/learning disabilities; and (16) projects whose services are no longer available. The last section offers the following indices: sectional cross reference, projects by state, ERIC descriptors, and alphabetical listings. (JD)

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Educational Programs That Work

Edition 12
1986

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Educational Programs That Work

A Collection of Proven Exemplary Educational Programs and Practices

TWELFTH
EDITION
1986

Published by Sopris West Inc. in coopertion with
THE NATIONAL DISSEMINATION STUDY GROUP

Educational Programs That Work was written largely by the staffs of the projects described, without whose cooperation the program outlines could not have been produced.

Copies can be purchased for **$7.95** plus **$2.00** shipping from **Sopris West Incorporated, 1120 Delaware Avenue, Longmont, Colorado 80501.** An order form for additional copies of EPTW is included at the back of this volume. Payment or purchase order must accompany order. Non-exempt Colorado residents should add sales tax.

Sopris West would like to thank the NDN Display for their permission to use the slogan "Linking the Nation with Excellence".

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FOREWORD

Our nation is currently witnessing the identification of education as an urgent priority. The time has come when our continued survival will be positively correlated to our educational development. The immediacy of our positive response to the national issue of quality education is crucial. One method of addressing that concern is by providing schools with local choice in identifying programs to meet a particular need. An appropriate source of programs is through the *National Diffusion Network* (NDN), which is a systematic delivery system administered by the U. S. Department of Education, Office of Educational Research and Improvement.

In order to provide educators and interested others with information which can assist schools in upgrading the quality of education, the National Dissemination Study Group, a professional organization of educational disseminators, is making available copies of the twelfth edition of *Educational Programs That Work.* This catalog provides an overview of all educational programs approved for national dissemination by the *Joint Dissemination Review Panel* (JDRP) since its inception.

The programs which have been approved by the JDRP and are included in the NDN, have been developed with a variety of resources, and have demonstrated educational significance, transportability and cost-effectiveness. By sharing successful products and practices among states and across the country, local educators increase their awareness of options available in meeting locally identified priorities. Many of the programs included in the catalog have the capacity to provide inservice training and technical assistance to schools which adopt these programs.

The National Dissemination Study Group applauds the U.S. Department of Education in its efforts to share the excellent "harvest" of previous federal investment in the form of exemplary educational programs.

Shirley M. Menéndez

Shirley M. Menendez, Ph.D.
President, Board of Directors
National Dissemination Study Group

INTRODUCTION

The National Dissemination Study Group and Sopris West are pleased to present the twelfth edition of *Educational Programs That Work*, the annual *National Diffusion Network* catalog of exemplary educational programs. Current descriptions of most programs described in previous editions are included together with new programs approved for national dissemination since publication of the eleventh edition in 1985.

The term "exemplary program" is conferred only after a project has been approved by the Department of Education's *Joint Dissemination Review Panel* (JDRP). Approval by the Panel means that Panel members have examined objective evidence of effectivenss submitted by the developer of the program and are convinced that the program has met its stated objectives at the original development or demonstration site. In addition, the program developer has proved that the program will meet the educational needs of others in similar locations. Positive endorsement of a project's claims of effectiveness by a majority of the attending Panel members constitutes approval, and a date of validation is assigned. The JDRP number and approval date for each project can be found at the bottom of each project profile. Projects that continue development and submit additional evidence of effectiveness to the Panel carry two validation dates. In addition, projects over four years old which have undergone the recertification process are identified at the bottom of the page with a recertification date. Space does not permit the inclusion of a project's evidence of effectiveness in this publication. Should the reader be interested, however, evaluation information is available from the individual projects. Projects which have been added since the eleventh edition are listed in the Questions and Answers Section, pages vii-viii. All projects that are approved after publication of this edition of *Educational Programs That Work* will be described in the next edition.*

The *National Diffusion Network* is dedicated to helping local school districts, intermediate service agencies, state departments of education, and postsecondary institutions in their continuing efforts to improve educational opportunities and achievement for all. To promote the transfer of successful programs from the development sites, the Department of Education, through the National Diffusion Network, supports the *National Diffusion Network* (NDN). The NDN is a nationwide system established to help those involved in education acquire the materials and assistance they need to incorporate proven exemplary practices into their own programs.

The NDN operates through two kinds of projects—Developer Demonstrators and Facilitators. Developer Demonstrators are exemplary projects that provide training, materials and technical assistance to those who adopt their programs. A project profile for each operating Developer Demonstrator is presented in this catalog. NDN Facilitators (one or more in every state) are the principal links between Developer Demonstrators and those seeking new programs. Facilitators help to identify suitable NDN programs and assist with training and installation. A list of NDN Facilitators follows this introduction. Facilitators should be contacted for additional information on any program described in this catalog.

The *National Diffusion Network* was established upon the belief that there are few problems encountered by schools that have not been solved successfully in some other location. The primary function of the NDN is to disseminate information about JDRP approved programs so that educational agencies with special needs may choose from an array of programs that particular program which meets the agencies' needs, philosophy and resources. By offering a wide variety of programs, the Network provides many options through which LEAs may solve their own unique problems without "reinventing the wheel."

Since its inception in 1974, the NDN has grown from 76 to 399 programs that were developed in large part by classroom teachers. NDN programs have helped learners with many different needs—disabled preschoolers, disadvantaged inner-city children in primary grades, high-achieving high school students, and out-of-school adults, to name a few. There are NDN programs for many content areas, ranging from the basic skills of reading, mathematics, and oral and written communication to vocational and career education, consumer education, and physical education. Other NDN programs provide training for teachers in instructional methods and classroom management techniques. Still others help school administrators with a variety of management problems. In recent years, the NDN has responded to critical emerging national needs by identifying and making available exemplary practices in the areas of science and technology. Adopters of NDN programs range from small single classrooms in remote rural areas to large metropolitan districts. The impact of the NDN on American education has been enormous. The most recent statistics available indicate that in the 1983-84 year alone, over 15,000 public and private schools in all 50 states, the District of Columbia, Puerto Rico and the Virgin Islands adopted NDN programs. As a result over 50,000 teachers and administrators received inservice training and 1.5 million students benefited.

*For further information about the *Joint Dissemination Review Panel,* contact the Executive Secretary, Joint Dissemination Review Panel, U.S. Department of Education, Room 713D Brown Building, 400 Maryland Ave, SW, Washington, DC 20202.

Educational Programs That Work
QUESTIONS AND ANSWERS

The series of questions and answers that follow will help you to become more familiar with this edition of *Educational Programs That Work.* A few minutes spent reviewing these questions and answers will enable you to appreciate its full potential.

Q. **What is the purpose of** *Educational Programs That Work?*

A. *Educational Programs That Work* is an overview of all educational programs approved for national dissemination by the federal Joint Dissemination Review Panel (JDRP). It provides basic information on exemplary products and practices to those who wish to improve their educational programs and services. The catalog introduces the National Diffusion Network (NDN), its Facilitators and Developer Demonstrators, and their services to schools, institutions and other agencies that may wish to adopt these programs.

Q. **What is in** *Educational Programs That Work?*

A. *Educational Programs That Work* describes programs approved by the JDRP since its inception in 1974. Programs fall into three categories: active projects, projects with limited activity and projects with services no longer available. Active projects constitute by far the largest group. A one-page project profile for each active project is included in this edition. A half-page profile is devoted to "Limited Activity" projects, while "Projects No Longer Offering Services" can be referenced in list form in Section P of the catalog. Some projects are currently receiving dissemination funds from the NDN to assist them in providing services to schools and colleges across the nation. These projects are identified by an asterisk on the section-divider listing.

Q. **How is** *Educational Programs That Work* **organized?**

A. The projects are divided into 16 sections and then arranged alphabetically by project title. Each section groups projects with a common focus. The sections are as follows:

Section A: Adult Education
Section B: Administration/Organizational Arrangements
Section C: Alternative Schools/Programs
Section D: Basic Skills—Language Arts/Writing
Section E: Basic Skills—Mathematics
Section F: Basic Skills—Multidisciplinary
Section G: Basic Skills—Reading
Section H: Bilingual/Migrant Education
Section I: Career/Vocational Education
Section J: Early Childhood/Parent Education
Section K: Gifted and Talented/Technology/Special Interests
Section L: Health/Physical Education
Section M: Preservice/Inservice Training
Section N: Science/Social Science
Section O: Special Education/Learning Disabilities
Section P: Projects which no longer offer services

Q. **Is each program represented in only one section?**

A. Each program description is placed in only one of the 16 sections, as determined by content. Because many programs could well have been placed in two or more sections, a sectional cross-reference index listing all programs under all appropriate headings is provided in Section Q, Index I.

Q. How can I locate a description for a given program if I know only the name of the program?

A. The alphabetical index (Section Q, Index IV) lists all JDRP approved programs by title.

Q. How can I locate programs for a given content or problem area?

A. To help you locate programs for a given area, selected ERIC (Educational Resources Information Center) descriptors have been assigned to all active projects described in the catalog. These descriptors act as headings for the alphabetical ERIC descriptor index (Section Q, Index III).

Q. How can I find a description for a given program if I know only the state in which it is located?

A. The index of exemplary projects by state (Section Q, Index II) lists all JDRP approved programs by the state in which they are located.

Q. How can I make a quick preliminary review of the programs in each section?

A. A capsule phrase that summarizes the exemplary program follows each title in the sectional tables of contents. See page A-3, for example: the first entry, California Adult Assessment System (CASAS), is described as "a comprehensive set of procedures and resources designed to enable adult educators to develop and evaluate a life skills curriculum for competency-based educational programs."

Q. If I have a previous edition of *Educational Programs That Work,* **how can I find what new projects have been added?**

A. Projects approved by the JDRP since the publication of Edition 11 are listed on the following page.

Q. If I want additional information, such as details on costs of installing an NDN program in my school, how do I obtain it?

A. All entries include the name of a contact person who can answer questions about the program. A mailing address and a telephone number are included in the contact statement. NDN Facilitators can also give detailed information.

Q. How can I get more information about the NDN?

A. Contact your state or regional NDN Facilitator to learn more about the NDN and its programs. A description of the Facilitator's role and a list of Facilitators follows. You may also contact the federal office that administers the National Diffusion Network:

National Diffusion Network
Recognition Division
U.S. Department of Education
1200 - 19th Street, NW
Room 714 F
Washington, D.C. 20208

Department telephone numbers:

For questions about Developer Demonstrator projects,
(202) 653-7003
For questions about Facilitator projects,
(202) 653-7006

Projects Approved by the JDRP Since the Publication of Edition 11

BES Adult Literacy Project.
A reading program for functionally illiterate adults.

Classmate 88 Mathematic Computational Skills Program.
A pullout program incorporating technology to improve the basic mathematical computational skills of economically disadvantaged children.

Content Reading in Secondary Schools (CRISS).
A program providing reading and study skills in the content areas for secondary students.

Deficiency Skills Learning Lab.
A learning lab designed to teach the basic skills of reading, language arts, and mathematics to low achieving junior and senior high school students.

Economic Literacy.
A computer-based financial management program which has two components—How to Make a Million and the New School Savings Program.

Outcomes—Driven Developmental Model (ODDM).
A program providing a systems approach to achieving excellence for all students.

Reading Improvement by Teaching Effectively (RITE).
A pull-out program emphasizing intensive remedial instruction for educationally disadvantaged children.

NATIONAL DIFFUSION NETWORK (NDN) FACILITATORS

To help public and private schools and districts identify suitable National Diffusion Network programs, the National Diffusion Network, federal sponsor of the NDN, supports Facilitator projects in every state, the District of Columbia, the Virgin Islands, and Puerto Rico.

Facilitators work with schools and institutions to define their problems, determine which NDN programs hold promise for solving those problems, and help with formal adoption of NDN programs. Facilitators can supply additional information on all of the programs described in this catalog, and they can arrange for demonstrations. When a school or institution decides to adopt an NDN program, Facilitators can make arrangements for training. Many Facilitators also provide follow-up and perform or oversee monitoring and evaluation at adopter sites.

NDN Facilitators are based in local school districts, intermediate service agencies, state education agencies and private nonprofit organizations. The funds that Facilitators can draw on vary from state to state, and their funding policies vary as well. In some states, schools and districts that adopt NDN programs can be reimbursed by the Facilitator for such start-up costs as instructional materials and teacher training. In other states, the costs of travel to awareness conferences or demonstration sites can be covered by the Facilitator. Readers are encouraged to telephone or visit their NDN Facilitators to telephone or visit their NDN Facilitators to learn what services are available.

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SECTION A: Adult Education

Adult Performance Level Project (APL) A-1
BES Adult Literacy Project A-2
*Comprehensive Adult Assessment System (CASAS) A-3
CLASS (Competency-based Live-Ability Skills) A-4
*F.I.S.T. Functional Inservice Training A-5
*Jefferson County Adult Reading Program (JCARP) A-6
New York State External High School Diploma Program (EDP) A-7

**Projects currently funded by the NDN*

ADULT PERFORMANCE LEVEL PROJECT (APL). A competency-based system of education that combines the diagnosis, prescription, teaching, evaluation, and credentialing of life-coping skills.

Audience Approved by JDRP as a program for general English-speaking population over 18.

Description Project research measured specified minimum competencies an adult must possess to function successfully.

Based on the objectives identified by APL research, a complete curriculum applies reading, writing, speaking-listening-viewing, computation, problem- solving, and interpersonal relations skills to the content areas of consumer economics, occupational knowledge, health, community resources, and government and law. For example, adults learn how to read job descriptions or open savings accounts. The curriculum provides the activities and materials needed to teach toward each of the APL life-coping skills objectives. Printed materials are supplemented with cassette tapes. A pre/post diagnostic instrument for each objective is also included.

The APL competency-based high school diploma program offers adults a relevant alternative to the conventional four-year high school program and to the General Educational Development test (GED). Adults can earn a regular high school diploma by demonstrating competencies gained through life skills—oriented adult education programs in combination with those gained through experience. The basic steps to the competency-based diploma are: placement tests, the competency-based curriculum described above (if indicated by scores on placement tests), a series of life-skills activities, and demonstration of an entry-level job skill or postsecondary education skills or skills in home management/maintenance.

Requirements The APL curriculum can be adopted by a unit as small as a single teacher. The APL Diploma Program can be adopted by a unit as small as two persons performing counseling, teaching, and assessing functions. Preimplementation training is required. Reassignment of existing personnel usually suffices.

Costs Commercial, community and/or teacher made materials which address the 42 APL objectives can be used. Specific curricular materials are suggested at the workshop. For training costs, contact the project director.

Services Awareness, training, and follow-up services are available.

Contact ***Elaine Shelton, 2606 Top Cove, Austin, TX 78704. (512) 444-3488.***

Developmental Funding: USOE BOAE

JDRP No. 75-13 (3/25/75) (5/15/79)

BES ADULT LITERACY PROJECT A reading program for functionally illiterate adults

Audience Approved by JDRP for functionally illiterate adults in the non-reader or beginning reader category (i.e., those reading below the 4.0 reading level).

Description The Project's instructional methods combine a problem-solving approach with a linguistic analysis of words, sounds, and sentences and a highly structured sequence of oral and written drills. Instruction is provided on an intensive basis over a twenty-week treatment cycle. All instruction is classroom-based and occurs within community centers and churches.

Students participating in the BES Adult Literacy Project have improved their reading skills to a statistically significant degree ($p<.05$) as measured by the Tests of Adult Basic Education (TABE), based upon the results of longitudinal and cross-sectional studies conducted with several cohorts of students.

Requirements Staff Development: 12 hours of intensive staff/teacher training is required by a BES teacher/trainer. Curriculum Materials: The BES curriculum is used during training and project implementation. The Curriculum Guide is packaged for dissemination. 10-12 hours of periodic visits are necessary to monitor trainees' development, model teaching methods, and to answer questions on implementation. Project staff are available to provide this ongoing support and technical assistance.

Costs Costs for the program are approximately $183 per student per year initially, but are reduced to $110 per student in subsequent years. For adopters who already employ paraprofessional staff, the costs could be as low as $20 per student.

Services Awareness materials are available at no cost. BES staff are available to conduct workshops and awareness presentations at the Project site or elsewhere. Potential adopters are welcome to visit the project by appointment.

Contact *Jon Deveaux; BES Adult Literacy Project, 965 Longwood Avenue, Bronx, New York 10459, (212) 991-7310.*

Developmental Funding: Out-of-school Basic Skills Improvement Program; Adult Basic Ed. Act, Section 310
JDRP No. 85-4 (2/26/85)

COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM (CASAS)

Audience Approved by JDRP for agencies that provide Adult Basic Education, English as a second language, and high school completion programs for adults and secondary level students.

Description The Comprehensive Adult Student Assessment System (CASAS) provides assessment which is linked to over 100 different competency based curriculum materials that are appropriate for Adult Basic Education. Using CASAS, students can be placed into appropriate program level and their progress toward goal attainment can be monitored. CASAS provides a curriculum management system for programs, with an underlying measurement scale that ranges from pre-literate through high school level. With such an integrated data base of student functioning, program managers can allocate resources and evaluate programs more appropriately. The system is comprised of four major elements, specifically; a CASAS Competency List; Curriculum Index and Matrix; assessment materials; and implementation workshops. CASAS is adaptable to a variety of educational settings with diverse student populations.

EVIDENCE OF EFFECTIVENESS: After one year, adult education agencies who used the CASAS model achieved a higher level of competency based program implementation than agencies using other approaches, as measured by the Institutional Self Assessment Measure.

Programs implementing CASAS retained students at higher rates while non-CASAS programs had significantly higher drop out rates.

Requirements Conditions for successful implementation include program curriculum that allows for the application of basic skills in a life skill context. Training is required in the use of the assessment system for placement, diagnosis, monitoring progress, and certification. No additional teaching staff or facilities are required, but some additional clerical time is recommended. CASAS can be used with an optional microcomputer management system.

Costs Cost of materials varies with extent of implementation. Start-up costs average $4 per student. Maintenance costs can be absorbed within a regular agency budget. Costs of staff training vary with the extent of the implementation. Follow-up technical assistance is provided and development of local leadership is emphasized.

Services Awareness materials are available at no cost. Arrangements can be made for visits to demonstration sites. Consultation and training are available at the expense of the requesting agency. Follow-up and technical assistance are available to all adopting agencies.

Contact ***Patricia Rickard, Director CASAS; San Diego Community College District Foundation, 3249 Fordham Street, San Diego, CA 92110, (619) 230-2975.***

Developmental Funding:
California, Section 310 of Federal Adult Basic Education Act
JDRP No. 84-6 3/20/84

PROJECT CLASS (Competency-based Live-Ability Skills). A series of competency-based modules for teaching survival skills to adults of low-level reading ability.

Audience Approved by JDRP for adults reading at 0-8 grade levels. This program has also been used in a variety of other settings including secondary special education and with a variety of populations.

Description Adult students often have difficulty in transferring academic learning from classroom settings to situations encountered outside school. To address this problem, Project CLASS has developed two series of competency-based modules—one for use with teacher-directed instruction, one for independent study—providing instruction in survival skills to adult students at low (8 grade equivalent) reading levels. In classroom situations, students learn survival skills while improving their reading, writing, and math. Students who read at a higher level may use independent modules to meet course requirements or to earn elective credit.

The modules, which address useful topics in consumer economics, community resources, health, government and law, interpersonal relationships, and occupational knowledge, contain between one and nine objectives (average: four). Objectives are clearly stated, taught, and tested and show participating teachers, students, and others what the student has accomplished. Eighty-four modules have been developed, divided equally between APL level I (4 grade equivalent) and II (5-8 grade equivalent). To enable students to learn concepts at their own reading level, some level I modules include two versions of the same concepts, one written at grade 2 reading level, the other at grade 3-4 level. Level II modules cover different objectives. Each module includes a teacher's guide (containing objectives, concepts, skills, teaching/learning strategies, resource list, evaluation report, annotated bibliography, answer keys, and teacher's resources), student handouts, and a pre/posttest. An average of six hours (one to three class sessions) is required to complete a module.

Modules can also be used to provide remediation for the APL and SHARP tests.

Requirements Adopters must purchase a set of CLASS or LifeSchool modules and provide inservice training for teachers involved. Program can be implemented by a single teacher, an entire school, or a district. Facilities for reproducing tests and handouts are needed. No other special facilities or equipment are required.

Cost CLASS modules: $225 per set (Level I Independent Study, $75; Level II Classroom, $75; Level II Independent Study, $75). LifeSchool Level I Classroom replaces CLASS Level I Classroom modules. LifeSchool Level I Classroom: four binders $276 (or $76.80 each) including a classroom management manual; available from Pitman Learning, Inc., 19 Danis Drive, Belmont, CA 94002. Several classes can use the same materials. Four hour implementation workshop at adopter site: $120 plus travel expenses. Continuation costs are limited to reproduction of tests and handouts.

Services Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (all expenses must be paid, including trainer's fee, travel, and per diem). Implementation and follow-up services are available to adopter.

Contact *Lorraine Ruston, Project Director, Clovis Adult School; 914 Fourth St.; Clovis, CA 93612. (209) 299-3142.*

Developmental Funding: USOE BOAE, Adult Ed. Act JDRP No. 80-1 (1/31/80)

F.I.S.T. (Functional In-Service Training). An adult literacy program that uses trained volunteer tutors.

Audience Approved by JDRP for adults 16 and older who are out of school and read below the 4.0 level.

Description Project FIST has developed a volunteer based administrative and instructional delivery system aimed at meeting the special needs of low-level adult readers. A major reason for the ineffectiveness of traditional adult basic education programs is the lack of resources to provide the one-to-one instruction needed to remediate severe reading deficiencies. FIST was originally conceived as an integral component of ongoing basic skills programs, providing the intensive one-to-one tutoring and support needed before minimally proficient readers can benefit from regular instruction. FIST can be incorporated by existing programs at low cost.

After securing the commitment of the local ABE program, a part-time coordinator-aide is hired and a tutor and student recruitment campaign is mounted. The Project's Administrator's Handbook describes tested procedures for recruiting tutors and functionally illiterate adults, as well as how to establish a volunteer adult literacy component within an ongoing adult education program. The coordinator is responsible for tutor and student recruitment as well as arranging for diagnostic and follow-up testing, student-tutor assignments, records management, and materials procurement. Tutors and students meet once or twice a week for one to two hours at a mutually convenient place, usually a local library, church or within the learning center.

Tutor training is accomplished through a workshop using the Project developed text, *Functional Literacy for Adults: A Work-text for Tutors.* Emphasis is given to establishing a positive, empathetic relationship, selecting, creating, and using materials and remediating specific reading problems. The workshop lasts 18 hours. Workshop sessions usually meet once weekly for 3 hours over a 6-week period. Reading tests are administered regularly at four-month intervals. When test results show that the student has outgrown his/her need for FIST, they are referred to the regular adult basic education program. The coordinator is trained initially, and then trains the volunteer tutors.

Requirements FIST can be adopted by established ABE programs at very little cost. Basic requirements are the purchase of project materials, hiring or the reassignment of staff to coordinate the project, attendance of pre-implementation training and to operate for at least one year.

Costs There is no need for facilities, since tutoring is normally conducted off site, nor does FIST require any special equipment or costly materials. Program manuals must be purchased (contact project for cost). Educational material typically used in adult basic education is suitable. Existing staff can be reassigned.

Services Awareness materials are available at no cost. Visitors are welcome at any time by appointment at project site. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at project site or adopter site (costs to be negotiated). Implementation and follow-up services are available to adopter.

Contact ***Patricia Morley, Director, Project F.I.S.T.; Division of Community Education; Middlesex County College; 170 French Street; New Brunswick, NJ 08901 (201) 249-7987 or 6209.***

Developmental Funding: ESEA TITLE VI; STATE

JDPR No. 83-35 (3/23/83)

JEFFERSON COUNTY ADULT READING PROGRAM (JCARP). A program to deliver literacy instruction and life coping skills instruction fully utilizing community linkages and the services of volunteers.

Audience Adults, 16 years and older, who are out of school and have a reading level below 6.0 grade as measured by a standardized test.

Description Four years of JCARP operation showed that materials, methods, and teachers were not singularly significant in program success, but that those students who attended more often showed greater gains. The necessity was, therefore, to develop a strategy to increase student retention. To this end, counseling is inculcated into each of the four components of JCARP that aimed to address the personal and social needs of this population as well as their academic deficiencies. The four components are:

RECRUITMENT: Print, electronic, and business industry links are employed. Phone conversations with potential students are made to allay anxieties about pursuing their education. This effort was designed to create a secure and unthreatening environment, and lessen the likelihood of attrition.

STAFF TRAINING: Volunteers and paid staff are oriented to the characteristics of the undereducated adult through audio-visual and written materials. They learn to use the commonality of the students' apprehensions and deficiencies to promote group cohesion and mutual support. Also discussed are techniques for conducting individual conferences so that students can formulate priorities and goals through the counseling process. Finally, the teaching staff is instructed in how to use test instruments and basal materials and how to prepare an IEP which considers the reading skill deficiencies, life skill needs and priorities of each student.

INSTRUCTION: The student's IEP is attained through both group and individualized instruction. Half the time is spent in instruction from a basal reading series and half is devoted to the reinforcement of reading skills in practical life materials .

EVALUATION: Overall goal achievement is assessed at mid-year in student-teacher conferences. The conferences stress student retention.

Requirements The program is effective under diverse instructional circumstances. The program can be succesfully implemented with part-time teachers, paraprofessionals, and/or volunteer staff. Training includes model to enable existing staff to become coordinators of volunteer literacy programs and trainers and managers of volunteer tutors. Preimplementation training conducted by JCARP staff is required.

Costs Implementation costs depend on several variables. Adopter may hire a coordinator or reassign existing staff. Hours vary. A minimum of 10 hours per week is recommended. Classes may be housed in community centers, libraries, churches or school buildings with no cost to the project. Instructional materials may be consumed or reused by students and tutors. Costs of volunteer training are limited to reproduction of handouts.

Services Awareness materials are available at no cost. Visitors are welcome at any time by appointment at project site. Project personnel are available for awareness or training sessions. Training costs are paid by adopter and include a one-time cost of $250 for JCARP slide/tape series.

Contact ***Ms. Sharon Darling, Project Director, or Susan Paull, Division of Adult and Community Education, Kentucky Department of Education, 17th Floor, Capital Plaza Towers, Frankfort, KY 40601, (502) 564-3921.***

Developmental Funding: Adult Ed. / State JDRP No. 82-19 (9/15/82)

NEW YORK STATE EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM (EDP). A competencybased alternative high school credentialing program for adults.

Audience Approved by JDRP for English-speaking adult students over the age of 18.

Description This is an alternative high school credentialing program for adults who have acquired skills through their life experience and who can demonstrate those skills in applied performance tests. The project's objective is to provide adults with an assessment and credentialing process that is an alternative to traditional diploma programs such as General Education Development (GED). The program provides no instruction: it is an assessment system through which adults can earn a regular high school diploma. The program has two phases. In the first phase, diagnosis, the adult is tested on six diagnostic instruments that help him/her identify learning deficiencies in the basic skill areas. If a deficiency is identified, the adult is given a learning prescription and is sent to the community to utilize the learning resources available. After the deficiencies have been corrected, the adult enters the second phase, final assessment. In this phase, the adult must demonstrate 64 generalized competencies in the basic and life skill areas of communication, computation, self-awareness, social awareness, scientific awareness, occupational preparedness, and consumer awareness. The adult must also demonstrate an individualized competency in one of three skill areas: occupational, special, or advanced academic. The assessment system is an open testing system characterized by flexibility in time and location of testing. It offers adults the opportunity to demonstrate process skills through a variety of documentation forms. There is an explicit understanding and discussion of all required competencies. Graduates of the program are surveyed 10 months after they receive their diplomas to determine the impact that graduation has had on their lives. To date, graduates report an increased interest in continued learning; job promotions and raises; and increased self-esteem and self-confidence.

Requirements The New York State External High School Diploma Program can be adopted by a unit as small as three persons—one advisor, one assessor, and one assessment assistant. A four-day training workshop for staff prior to program implementation is required, as is an inservice evaluation during the first year of operation.

Costs Materials: seven program manuals and one set of training materials must be purchased (contact project for cost). Equipment required is ordinarily found in an educational setting. Staffing: reassignment of existing personnel is possible.

Services Awareness materials are available at no cost. Visitors are welcome at project site and five additional home state sites by appointment. Project staff are available to attend out-of-state awareness meetings (cost to be negotiated). Training is also conducted at adopter site (costs to be negotiated). On-site technical assistance is provided to adopters (expenses are covered).

Contact *Lynne Van Dyke, Director; External Diploma Program; Syracuse Research Corp., Merrill Lane; Syracuse, NY 13210. (315) 425-5263.*

Developmental Funding: USOE BOAE

JDRP No. 79-26 (5/30/79)

SECTION B: Administration/Organizational Arrangements

ACE: Administrative Cooperative in Education B-5

Arizona Consortium for Individualized Learning (ACIL) B-5

*CAM Demonstration Evaluation Center B-1

Cashflow Forecasting System B-6

Computerized Pupil Attendance Accounting/Census System B-6

LEM: Learning Experience Module (Educational Management Design) B-7

Project Simu-School B-7

*Resident Supervisory Support For Teachers B-2

*TIPS: Teaching Individuals Positive Solutions/Teaching Individuals Protective Strategies B-3

*U-SAIL: Utah Systems Approach to Individualized Learning B-4

**Projects currently funded by the NDN*

CAM: DEMONSTRATION EVALUATION CENTER. Dissemination/implementation of computer assisted instructional management systems.

Audience Approved by JDRP as a program for evaluating and monitoring instructional objectives grades K-12.

Description CAM is a microcomputer based instructional management system designed to support objective-based instruction, competency based instruction and mastery learning approaches using teacher-defined objectives.

The Evaluation Center has developed and operates a computer-based instructional management system that provides relevant data to teachers and students after each test taken on course objectives. Also available for inclusion in the printout are data on class performance on each objective and a test form evaluation. The time needed to get this information back to a classroom that has just been CAM tested is generally 24 to 48 hours from the date of testing.

Teachers using the CAM system of monitoring student achievement first commit themselves to basing their instruction on course objectives developed by curriculum groups and teaching teams in the district. They also test the course objectives on a regular basis: every two to three weeks. The objectives are tested by teacher-developed test items generally five to ten for each objective. Most teachers request tests that are pretest, posttest, and retention test in one.

The system is used in classrooms that are group-paced, individualized, multigraded, etc. Approximately 1,000 classrooms (grades 1-12) are using the system in subject areas including math, science, social studies, English, and reading. The Evaluation Center has developed techniques to assist teaching teams in identifying instructional strengths and weaknesses.

This project has been identified as an NDN Technology Lighthouse Center. In addition to the JDRP approved program, visitors to the project site can see other applications of the uses of computers in education.

Requirements CAM is available for adoption in a single classroom or building. Adoption site personnel must have a willingness to develop instructional objectives/test items, have access to computer facilities (micro, mainframe, etc.), and must participate in staff development training.

Costs Microcomputer/printer/optional card reader: $2,000-$2,500; CAM software: $400; Mastery Management System: $400; local staff workshop time (one or two days), adopter implementation support, teacher and aide time: $2,000.

Services Awareness material packet available at no cost. Visitors are welcome at project site by appointment. Project staff available for awareness meetings, training, implementation, project evaluation consultation, and follow up services (costs to be negotiated).

Contact ***Marie Weld, Don Sension, Lee Rodel, John Erickson, or Pam Askeland; Evaluation Center/Room 246; Hopkins Public Schools; 1001 State Highway 7; Hopkins, MN 55343. (612) 933-9230.***

Developmental Funding: USDE Title III

JDRP No. 85-10 (315/85)

RESIDENT SUPERVISORY SUPPORT FOR TEACHERS: A peer supervision program designed to improve classroom instruction by training school personnel to use effective clinical supervisory techniques.

Audience Teachers, School Administrators, Supervisory Personnel

Description Resident Supervisory Support for Teachers (RSST) is a peer supervision program designed to improve classroom instruction by training school personnel to use effective clinical supervision techniques, with an emphasis on peer clinical concepts and strategies of school supervision. The program helps teachers capitalize on their strengths and improve on their weaknesses. It is designed to provide instructional support for effective and less effective, experienced and inexperienced teachers. The clinical supervision process can be utilized with elementary and secondary teachers of all disciplines and is open to applications for higher education. The program was developed to augment the regular supervisory program and its ultimate goal is to provide each participating school with a cadre of trained peer supervisors. Participants are taught to use an adaptation of Robert Goldheimer's Clinical Supervision Model that includes the following five steps: (l) pre-observation conference, (2) classroom observation, (3) analysis and strategy, (4) post-observation conference, and (5) post-conference analysis. This model provides a mechanism for teachers helping other teachers improve classroom performance and management. Participants are taught non-directive conferencing techniques, factual data gathering procedures, and the recognition of teaching patterns as well as how to plan and implement a local school peer supervision program.

The program can be adopted/adapted by a school district or an individual school. It enables schools with limited resources to provide accessible and regular opportunitites for instructional support and professional development. The ultimate goal of the training program is to provide each participating school with a cadre of peer coaches. The program is expected to increase its impact each year by involving more volunteer teachers in the training program and consequently expanding the number of peer coaches at the local school level. Participants in the training program demonstrated increased knowledge of school supervision and ability to apply clinical supervision techniques. Additional feedback indicates improved classroom performance, greater understanding of the teaching/learning process and an improved attitude toward instructional supervision.

Requirements An administrator and a minimum of two teachers from each participating school are required to participate in an initial 2-day training program. Development of a local school peer support plan and teacher participation in a practicum experience are required. A minimum of 15 participants is preferred for each training session. The program can be adopted by a school district or an individual school. A teacher trainee or an administrator is needed to serve as a program coordinator for each building. One day follow-up required. Second follow-up as needed and/or requested.

Costs Training expenses include: (1) training fee, (2) training manaul at $20 per copy, (3) trainer(s) fee(s) negotiable, (4) hotel accommodations, meals, (5) local transportation, and (6) travel expenses to and from Washington, D.C. (negotiable). Training equipment will include VHS recorder and monitor, overhead projector and projector screen.

Services Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopter (costs to be negotiated).

Contact ***Rosalie B. Huff, Resident Supervisory Support for Teachers (RSST); Banneker Academic School: 800 Euclid Street, N.W.; Washington, D.C. 20001; (202) 673-7708.***

Developmental Funding: JDRP No. 82-IIR (l0/28/82)

TIPS: Teaching Individuals Positive Solutions/Teaching Individuals Protective Strategies. A structured approach to teaching young people how to positively resolve conflict, to resist crime, and to protect themselves and their property.

Audience Approved by JDRP for fourth- and fifth-graders. Curriculum has been developed for use in grades K-8.

Description This program was initiated by a request from the Director of the Federal Bureau of Investigation to translate the concept of crime resistance into an educational program. TIPS is a ten-week intervention program aimed at both the perpetrators and victims of crimes. The basic assumption of the program is that increased knowledge about crime resistance concepts will lead to more positive attitudes toward them and subsequently to improved behavior in dealing with them. The goals of the program are to promote and maintain positive student attitudes and behavior, while teaching students to responsibly insure the safety and welfare of themselves and others.

Each grade-level curriculum is contained in a single manual that includes instructions for use, teacher information, reproducible student worksheets, and suggested supplementary information. Concepts presented are appropriate to the skill and reading level of each grade with more sophisticated materials added each year. Topical areas include positive conflict resolution; respect for rules, laws and authority; responsibility; and strategies in crime resistance. TIPS can be taught as a mini-course, a supplement to existing courses, an interdisciplinary unit, and as a focus for small-group discussion. Specific math, reading, and language arts skills are delineated for each lesson. Teacher-guided discussion is supplemented by student activities such as decision making, role playing, creative writing, vocabulary development, graphing, mapping and decoding.

Requirements Project TIPS can be replicated by an individual teacher, a school, or an entire district. One day of staff training, monitoring of implementation, and evaluation of impact are required for adoption. There are no additional facility, equipment, or personnel requirements.

Costs Teacher booklets with student worksheets cost $5; training costs are negotiable; reproduction of student worksheets as desired.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site. Project staff are available to attend out-of-state awareness meetings. Training may be at project or adopter site. Implementation and follow-up services are available to adopters. All costs to be negotiated.

Contact ***Loreli Damron; Project TIPS; Jefferson Annex; Fourth Street NW; Charlottesville, VA 22901. (804) 293-5179.***

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 82-21 (5/12/82)

U-SAIL: Utah System Approach to Individualized Learning. An effective, economical, and exportable system for individualization and improvement of instruction.

Audience Approved by JDRP for administrators, teachers, and students of all abilities in grades 1-9.

Description When the U-SAIL System is installed, both achievement and attitude gains are made. The program builds skill in program planning, organization, classroom management, effective teaching and student responsibility.

The system provides for the most appropriate task being prescribed for each learner, given the resources available. Prescription is based on the unique needs of learners in a humane environment for learning. Teaching, monitoring, providing appropriate practice and application of skills learned, giving students feedback, and retrieval or recordkeeping are basic to program installation. Each part of the system is always operational and influences the behavior of teachers and learners as they manage, teach and learn.

The system is supported by inservice training in program implementation for administrators and teachers and by curriculum materials designed to assist the teaching of concepts in reading and mathematics (K-9). Training is practical and personalized with emphasis on classroom management and effective teaching of basic skills.

Implementation is possible in a variety of settings with local educators. The U-SAIL program gives teachers and administrators in any physical environment or organizational framework the tools necessary for systematic improvement.

Support materials are available in mathematics, language arts, and reading.

Requirements Program may be implemented in a single primary, intermediate or middle-school unit, or in total school or district configurations. Two to five days are required for staff training with follow-up inservice as needed. Administrator or implementer instruction usually precedes teacher inservice. It is recommended that only one content area be installed per year. Second- and third-year involvement provides stabilized change in practice and allows integration of additional content areas into the system. No special facilities are required.

Costs Cost of materials varies with extent of implementation. Start-up costs average $4 per pupil. Maintenance costs can be absorbed within a regular district budget. Costs of staff training vary and are negotiable. Teachers of teachers are trained, and follow-up assistance is given. Development of local leadership is emphasized. Adopter costs include stipends paid to teachers for involvement and costs of materials.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at the project site (all expenses must be paid). Training and follow up is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact *Carma M. Hales, Director; U-SAIL Project; 2971 Evergreen Ave.; P.O. Box 9327; Salt Lake City, UT 84109. (801) 486-5491.*

Developmental Funding: USOE ESEA Title III

JDRP No. 76-95 (10/4/76) (7/11/80)

ADMINISTRATIVE COOPERATIVE IN EDUCATION. A multidistrict cooperative program providing services to Chapter I teachers, students, and parents. Approved by JDRP for administrators, teachers, intermediate service agencies and students involved in Chapter I projects.

Description The primary goal of ACE is to provide quality Chapter I services to rather sparsely populated rural districts, which are often too small to furnish all the necessary features of a successful mastery learning program.

Project ACE has four key elements: an administrative model, teacher inservice and evaluation, a materials resource center, and parent involvement.

The cooperative makes a cost-effective instructional materials support center a reality. Selected commercial materials for checkout and mass-produced teacher-made materials, accompanied by inservice on the efficient use of both, are a critical dimension. A well-defined staff development plan, evolving from identified needs based on developmental teacher evaluation, instructional strategy fidelity, and program objectives, guidelines, and regulations, is a second critical component.

Parents' participation in their child's instructional program is a priority. A variety of both school-year and summer programs have been developed and instituted successfully through the combined efforts of the teachers across the districts.

Contact ***Norman Ronell, Project Director; ESU #7 Chapter I Cooperative; 2657 44th Ave.; Columbus, NB 6860l. (402) 564-4414.***

Developmental Funding: USOE ESEA Title I

JDRP No 78-l97 (ll/17/78)

ARIZONA CONSORTIUM FOR INDIVIDUALIZED LEARNING (ACIL). Inservice training and materials to help administrators and teachers meet the individual needs of children through use of effective classroom-management techniques.

Description ACIL's inservice program is oriented toward systematic implementation of a humane, individualized environment emphasizing student development of a more positive self-image and concept mastery in the basic skill areas (reading, writing and arithmetic). Diagnostic/prescriptive curriculum-support materials, recommended in this program and developed by the Utah System Approach to Individualized Learning (U-SAIL) project, help teachers establish an instructional management plan that more nearly meets individual learner needs. Basic components include humane environment, functional use of space and time, learning centers, flexible grouping, diagnosis/prescription, teaching the concept, daily drill, retrievals, conferencing materials, commitment sheets, learning principles, and teaching strategies. These components are installed through an integrated and systematic inservice training program. The teacher inservice training uses a practical how-to approach supplemented by parallel principal inservice training that heavily emphasizes development and use of instructional leadership skills. In separate sessions, key district staff members learn how to become an inservice cadre for future implementation and continuation. ACIL has been effectively implemented in schools representing the four major population areas in Arizona—urban, inner-city, suburban and rural communities—with diverse socioeconomic, ethnic, and cultural student characteristics. No changes in facilities or staffing are necessary for implementation. All certified instructional staff of a school should participate in the inservice training. Administrative support is essential.

Contact ***L. Leon Webb, Director; ACIL; 161 E. First St.; Mesa, AZ 85201. (602) 969-4880.***

Developmental Funding: USOE ESEA Title III

JDRP No. 76-96 (10/4/76)

CASHFLOW FORECASTING SYSTEM. A computerized method of forecasting cashflow for use in making investment and loan decisions. Approved by JDRP for school administrators and accountants who make investment or loan decisions.

Description This system was installed to assist in the making of investment and loan decisions and, specifically, to produce at least an eight percent increase in general fund interest earnings for the Jefferson County School District. The system provides the ability to enter forecasted and actual data for four different funds and then to project the cash balance for each day of a fiscal year. The data are revised to reflect actual transactions, and the projected cash flow balance is automatically recalculated for each day remaining in the fiscal year. Since it was put into operation in April 1979, the system has proved to be far more effective than the informal, manual system it replaced. Financial management can now be based on the most complete and up-to-date information possible, with the data available almost instantly. A computer terminal and a computer system that supports terminal operations and provides disk availability are used. The programming language is BASIC because this is the language normally used to teach computer programming to students. The Jefferson County School District already had a BASIC instructional program, so the necessary hardware and software were available for the Cashflow Forecasting System at no additional cost. The system provides the ability to process four separate funds. The types of financial data processed include loans and investments, payroll deductions, bond payments, and four optional revenue and three optional expense categories.

Contact *Charles W. Grissett, Treasurer; Jefferson County Board of Education; 3332 Newburg Rd.; Louisville, KY 40218 (502) 456-3234.*

Developmental Funding: Local JDRP No. 80-13 (8/18/80)

COMPUTERIZED PUPIL ATTENDANCE ACCOUNTING/CENSUS SYSTEM. A computerized system for tabulating and processing state-mandated census and pupil attendance figures and reports. Approved by JDRP for local education agencies and consortia of local education agencies.

Description This system was set up with the objective of reducing by 40% the time required to compile and maintain pupil accounting and census information and to prepare the monthly and annual reports that are state-mandated in Kentucky and that are the basis for determining each school district's funding. By shifting from a system maintained by hand to a computerized system, the 38 school districts that are members of the Eastern Kentucky Educational Development Corporation have found it possible to make more efficient use of district personnel. The system is set up to allow for yearly initial input of student information, ten monthly cycles of collecting and reporting attendance data, annual reporting of attendance and other statistical data, and periodic and annual reports of census data for state and local use. The system is designed to produce these reports: teacher's record of daily attendance, teacher's monthly attendance report, principal's monthly attendance report, principal's annual attendance report, superintendent's annual statistical report, attendance growth factor report for first two months, annual census report, and other management reports needed by school district administrators.

Contact *Stan Riggs, Director; Kentucky Educational Development Corporation: 440 Bellefonte Street; Russell, KY 41169; (606) 836-0204 / (800) 562-8983.*

Developmental Funding: USOE ESEA Title IV-C and JDRP No. 81-1 (5/18/81) Local Funds

LEM: Learning Experience Module (Educational Management Design). A team-approach with a coordinated scheduling and student grouping procedure. Approved by JDRP for students in grades 2-5.

Description Project LEM is an educational plan originally designed for open-space schools. It provides methods for organizing facilities, staff, and students into a coordinated plan that develops positive community-school interaction, increases parent involvement, improves staff skills in instructional techniques, and raises students' mathematical achievement scores.

The LEM design removes classroom walls to create large open spaces that provide for a variety of instructional modes. Each Learning Experience Module spans two grade levels. Team teaching and differentiated staffing allows teachers to specialize in subject-matter areas as well as to prepare and/or teach lessons in other areas. Cross-age teaching is organized around skill topics. Students rotate from group to group. Flexible scheduling allows teachers to work closely with small groups of students on a variety of topics and also to develop and teach one subject in depth. Students with common skills needs are grouped homogeneously for reading, language arts, and mathematics. They are heterogeneously grouped for social studies, science, art, music, and physical education. Teacher-student ratio is one teacher per 25 students and one aide per LEM unit. A diversified instructional program is used, comprised of individualized approaches that vary according to the learning objectives and instructional methods selected by teacher or students. A diagnostic teaching methodology is used.

Contact *Eleanor Russo, Director of Instructional Programs; Hackensack Public Schools; 355 State St.; Hackensack, NJ 07601. (201) 488-4100., ext. 224.*

Developmental Funding: USOE ESEA Title III JDRP No. 40 (4/9/73)

PROJECT SIMU-SCHOOL. A program using microcomputers for improved utilization of support personnel, more efficient recordkeeping procedures, and more accessible educational resources. An independent evaluation has shown that the program reduces time required for check in, check out, overdue notice printing, and bibliography production.

Description Automated Library System: A full-function microcomputer-based circulation and reference system for libraries with acquisitions numbering 5,000 to 50,000 or more. The system allows up to 36 subjects per book, supports multiple collections (hardback, softback, media, etc.), is optimized for speed, and has password protection for security. Loans: Identifies student by name or ID number. Checks for outstanding fine (optional) and overdue books. Displays title to provide basis for confirmation of selection. Returns: Identifies volume by accession number. Reports outstanding fine (optional) and book fine (optional), if any. Reference: Supports searching by title, author, or subject. Displays call number, author, title, publisher, copyright date, cost, accession number, and subject headings. Search produces exact match if one exists, otherwise, automatically finds closest match. Allows single-keystroke request for next or previous entry. Indicates if book is on the shelf or on loan. Allows single-keystroke changing of search domain (title, author, or subject) while retaining identity of currently referenced item. Reports: Circulation activity, collection status (inventory), collection management, due and overdue notices by homeroom, teacher circulation, circulation profile (year-to-date). Item maintenance: Special field allows you to determine how title is to be alphabetized. Requires an IBM PC/XT or equivalent (with hard disk).

Contact *M. William Dunklau, Director; Project Simu-School; 8160 San Cristobal; Dallas, TX 75218. (214) 327-6914.*

Developmental Funding: USOE ESEA Title III JDRP No. 74-77 (6/6/74)

SECTION C: Alternative Schools/Programs

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**Projects currently funded by the NDN*

CENTRALIZED CORRESPONDENCE STUDY: Individualized home study. CCS is an exemplary program which delivers an individualized home study elementary (1-8) education via correspondence.

Audience Approved by JDRP for students of all ability levels, grades 1-8.

Description The most important function of this program is to prepare students to be productive individuals. The program and courses are designed to meet that goal. Courses for 1-8 are divided into nine units of work comparable to nine months of a regular school year. Included are Reading, Language, Spelling, Math, Social Studies, Science, Art, Penmanship, Health and Physical Education. Each course clearly states the course's goals, unit objectives and daily objectives. Textbooks, lesson plans, worksheets, examinations, and most school supplies are provided for the student. Students enrolled in CCS usually work at home under the supervision of an adult "home teacher." The home teachers supervise daily work and monitor tests. CCS furnishes instructions and assistance from certificated advisory teachers located in Juneau. Home teachers send a unit of the student's work to the advisory teacher once a month. The role of the advisory teacher is to evaluate the student's lessons, grade exams, provide supplementary materials for enrichment or remedial purposes, and assign a final grade in each subject.

Grades 1-8 demonstrate reading and math achievement commensurate with or better than that of their state and national peers.

Requirements The program can be adopted at a variety of levels. Adopters may develop daily lesson plans or purchase them, along with the necessary materials, from Centralized Correspondence Study. The "Writers Guidebook," detailing information on how to develop lesson plans, is available upon request. It is essential that the student, parents and school personnel have a strong commitment to this type of educational delivery system.

Costs Costs vary since they depend upon the degree of implementation desired, and the amount of staff and materials to be developed. They also depend upon the level of assistance desired of CCS and the use of and/or adaptation of existing CCS courses.

Services Visitors are welcome by appointment. Staff available for awareness presentations and training workshops (cost negotiated). Print material (brochure, program overview, and newsletter) available upon request, free of charge in limited quantities. Complete 1-8 courses available with answer keys on a cost recovery basis. Secondary courses for 9th and 10th graders' area also available.

Contact *Darlene Wicks, Project Director, Centralized Correspondence Study; Department of Education; Pouch GA; Juneau, Alaska; 99801. (907) 465-2835.*

Developmental Funding: State ESEA Title IV-B

JDRP No. 83-13 5/27/83

CITY AS SCHOOL (CAS). An alternative high school whose primary curriculum objective is to link students with learning experiences throughout any size community. Approved by JDRP for high school students.

Audience Approved by JDRP for At-Risk Adolescents in grades 9-12 with a high rate of truancy, lack of motivation and an increased sense of alienation.

Description CITY AS SCHOOL is an alternative, diploma-granting high school whose curriculum objective is to link students with learning experiences of a business, civic, cultural, political or social nature throughout any size community. The underlying concept is that the world of experience can be joined with the world of learning, thereby making school more relevant for those students who find the traditional school setting threatening or unrelated to their present and future plans, or those with a moderate to great degree of success in the traditional setting who begin to look for new horizons for their education.

Instead of attending classes in one building, students move from learning experience to learning experience and receive academic credit for each learning experience successfully completed.

Teachers are divided into Resource Coordinators and Teacher Advisors. Each Teacher Advisor holds weekly orientations, seminars, class meetings and is responsible for individual meetings with student and/or parents, and writing college evaluations. Resource Coordinators are responsible for developing new community site placements, developing curriculum for each site, monitoring students; progress, responding to students' problems at resources and registering students. Visits to sites are required.

Requirements Adopting district or school will need to set up an alternative academic program to service those students described as high-risk or drop-out prone. Once the teacher has been trained, the techniques of student management, curriculum creation, monitoring and evaluation are easily accessible to other staff members. Accessibility to a phone and secretarial services is necessary as are school support services.

Costs Costs will vary depending on the size of the adoption. Staffing requirements are a teacher and secretarial assistance. Ideally a separate phone should be available for the project. Some provision for transporting the students to the sites is needed. All in-service training is provided free of charge. All prototype forms are provided free. CAS will pay for our trainers' salaries, travel and lodging. A visit to the CAS site in NYC is advisable prior to the inservice training.

Services Awareness materials are available at no cost. Visitors are welcome at any time by appointment. Project staff are available to attend Awareness Sessions (at no cost to potential adopter). Planning and training provided at adopter site (2-3 days). Training and prototype materials, forms replication manual provided free of charge.

Contact *Joan McLachlan Douglas; City-As-School; 16 Clarkson Street, New York, NY 10014 (212) 691-7801.*

Developmental Funding:
USOE ESEA Title IV-C and NYC Board of Education

JDRP No. 82-13 (6/10/82)

DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP). A new method of organizing and managing an academic classroom.

Audience Approved for the apathetic learner, the "discipline problem," the poor attender, and the potential dropout in grades 9-12. It has been used in other settings in grades 6-8 and with the gifted, talented, and creative learner.

Description The major goal of Project DEEP is to develop an instructional process for secondary school classrooms that allows instructors to create an academic environment emphasizing success for every learner while decreasing learner hostility to educational institutions.

DEEP offers students and instructors a method of organizing and managing an academic classroom that differs from the usual classroom model. Students in the DEEP classroom identify needs, formulate objectives, develop tasks based upon these objectives, present group and individual projects based upon fulfillment of objectives, receive teacher debriefing following presentation of the projects, and participate in their own evaluations. DEEP offers learners in academic subjects alternative ways to create, gather, develop and display information. Extensive use is made of electronic and nonelectronic media. The role of the teacher is that of advisor, consultant, and learning-systems manager. The classroom environment is casual, open, trusting, and task-oriented. A workshop atmosphere exists. Community resources are utilized.

The DEEP classroom is highly structured, but the structure is not the same as in the typical academic classroom. Teachers who demonstrate the ability and desire to change their methods of instruction are trained in the use of these new management techniques. They must be willing to teach one or more DEEP classes along with their regular classes. The teachers are trained as learning facilitators, and the conflict-management process is based on human relations and peer group interaction as well as on teacher-student interaction. Once the training has been accomplished, students can be enrolled in the program as part of the normal scheduling procedure. The project provides management charts and materials along with evaluation procedures.

Requirements The DEEP classroom management model is adaptable to a variety of school structures. It can serve as an alternative within the traditional high school, junior high school, or middle school or in a separate alternative school. The management model can be utilized in many academic subject areas, primarily language arts, social studies, and science. The model is adaptable to regular, modular, and other types of flexible scheduling.

Costs DEEP training manuals with student activities cost $5 per inservice workshop participation. DEEP teachers are usually volunteers from existing staff. Adopting districts pay costs relating to release time for teacher training. If the adopter has audiovisual equipment, the cost of adoption should not exceed the normal per-pupil allotment.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Jane Connett, Director; Project DEEP; Wichita Public Schools; 640 N. Emporia; Wichita, KS 67214. (316) 268-7801.***

Developmental Funding: USOE ESEA Title III JDRP No. 76-82 (6/23/76)

PROJECT FAR. (Freshman Attrition Reduction). An intervention strategy of curriculum and counseling to reduce dropout rate and improve academic standing of college freshmen.

Audience Approved by JDRP for postsecondary educational institutions that have significant student attrition problems, especially in the first year.

Description In response to a freshman dropout rate of 44%, the Delaware State College developed the Attrition Reduction Program to create student awareness of the academic and non-academic factors contributing to attrition, and to offer services to facilitate adjustment to academic life. Implementation of the program reduced attrition by 18%. The three components of the program are:

Prevention: A one-credit, weekly orientation class is required of all new freshmen. Based on a proven affective approach, activities are designed to improve self concept, study attitudes, and educational values. Methods include small-group discussion, role playing, skill training, and other experiential activities. Behavioral objectives are evaluated by weekly quizzes.

Early Warning: Likely dropouts are identified using Astin's instrument (Worksheet for Predicting Chances of Dropping Out) and are recruited for rehabilitation by counselors, instructors, and support staff.

Rehabilitation: This component provides professional counseling and peer tutoring. While not compulsory, an aggressive outreach program quite often is necessary to motivate freshmen to participate. The Counseling Center sponsors workshops and seminars to explore psychological factors such as test-taking anxiety and the relation of self-concept to achievement.

The college's effort was cited by the American Council on Education as one of eight model programs for dealing with student dropout behavior.

Requirements The adopting college needs to implement, or have in existence, a freshman orientation course for credit with appropriate course instructors and should be able to provide a maximum class size of 30. Supportive services such as tutoring, counseling, and dormitory outreach should also be available. College staff will also be responsible for administering the dropout prediction survey. One person should be designated Attrition Reduction Program Director to coordinate campus-wide activities.

Costs At the training session, adoptees receive resource notebooks, which contain guidelines for implementing the three program components. Other materials provided include the dropout predictor instrument, software for scoring the instrument, lesson plans, experiential exercises, homework assignments, and program evaluations information. Total cost for training, materials, technical assistance, and follow-up is $600.00. Sometimes there is an add-on charge for shared travel expenses. Two colleges may hold a joint training and split the costs.

Services Awareness materials are available at no cost. Visitors are welcome at the project site anytime by appointment. On request, project staff will present out-of-state, no cost awareness sessions. (Shared travel costs may be necessary for colleges more than 500 miles away). A two-day training is conducted primarily at adopter site. Implementation and follow-up services are available to adopters. Project FAR computer support staff will score the dropout predictor instrument and analyze the results for adopters during the first academic term of implementation at no extra charge.

Contact ***Ms. Rebecca Gates, Counseling Department; Delaware State College; Dover, DE 19901. (302) 736-3346. Or, Mr. David Reynard; Office of Institutional Research; Delaware State College; Dover, DE 19901. (302) 736-5201, 5202.***

Developmental Funding: USOE ESEA Title III, SDIP/AIDP

JDRP No. 81-86 (9/11/81)

FOCUS DISSEMINATION PROJECT: A successful secondary program for training teachers to deal with disaffected youth.

Audience Approved by JDRP for disaffected secondary students and all secondary educators, school board members, and community members who have an interest in developing local programs to meet the needs of the disaffected students in their settings.

Description Focus provides an alternative education plan for students who have been identified as disaffected, showing a lack of motivation, lack of confidence, and low self-esteem. The program effects responsible institutional change and positive student attitude and performance by helping students learn responsibility to self, school, and society. Through a group counseling experience, the peer group is guided to deal with the problems causing disaffection.

Focus is a "school within a school" for secondary students who are not achieving or functioning in a way beneficial to themselves and/or those around them. The Focus program seeks to reduce student disaffection with school and learning, to improve each student's ability to relate effectively with peers and adults, and to give each student a reason to be optimistic about the future.

Focus is a highly structured program offering courses in English, social studies, and math. Instruction in Focus classes is based on ability and need. Focus students take such classes as science, physical education, health, and electives in the regular school program.

All Focus students are involved in a group counseling experience called Family. Each Family consists of 8 to 10 students and one teacher who meet together one hour daily throughout the year. Family attempts to help the student develop feelings of caring, self-worth, and concern for others. It includes examination of one's own behavior in relation to the reactions of others within an atmosphere of positive support from the group.

Program effectiveness is measured in grade equivalency gains on standard achievement tests, reductions in negative behaviors and improved attendance and grades.

Requirements Many replication plans are possible, ranging from staff training to enhance an existing program to a full-scale replication of the original site model. Recommended maximum for any one program is 75 students. Successful replications have been made in urban, suburban, and rural settings. The humanistic, caring emphasis of the program makes it effective regardless of the ethnic or economic factors present at the replication site.

Costs Focus staff-training manual and curriculum manual are provided at cost to schools attending inservice training. A wide variety of commercially available materials already found in most classrooms is also used. Focus staff are generally selected from existing employees, but need release time to attend inservice training and prepare materials.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *Don May; Focus Dissemination Project; Human Resource Associates, Inc.; 755 Hiway 55 W.; P.O. Box 303, Hastings, MN 55033. (612) 437-3976.*

Developmental Funding: HEW: Youth Development Act JDRP No. 74-74 (5/29/74)

INTERCEPT: A POSITIVE ALTERNATIVE TO PUPIL SUSPENSIONS, TRUANCY, AND DROPOUT. A teacher-training program that addresses problems of student discipline, truancy, and chronic academic failure.

Audience Approved by JDRP for students in grades 9-12 who have high rates of failure and truancy, along with a history of disruptive behavior.

Description Project Intercept provides preservice/inservice training to deal with adolescents who have shown chronic disruptive, failing, and truant behavior, and to address such problems before these difficulties fully develop. A preservice/inservice training program offers teachers training in four areas.

All staff in the program are taught effective discipline procedures, classroom management techniques, and instructional skills. A peer consulting team is developed for group critique and support.

Management skills for establishing an alternative academic program for potential dropouts are also taught. Three programs developed by Project Intercept are COPE, Learning Center, and the Learning Cluster. In the first two programs, targeted students are placed in self-contained classes for two-thirds of the day, and may take electives or attend vocational training programs during the remainder of the day. The Learning Cluster offers a preventive treatment program to ninth-grade students where one-quarter of the day is spent in English and social studies.

Teachers also receive training in group counseling; students who participate in this component learn to demonstrate more appropriate interpersonal skills and improve self-concept. Family intervention and parent-training skills are taught to staff who are responsible for parent contact. This component reinforces changes taking place at school and helps parents deal more effectively with all of their children.

Requirements The adopter needs to set up an alternative academic program within the school to treat those students identified as high-risk dropout-prone students. A minimum teacher-student ratio of 1:15 is needed, but other units can be added. Once a teacher has been trained, the project has a highly effective method of peer-critiquing, which can be used to easily train other teachers in most subject areas in the program's discipline, classroom management, and instructional procedures.

Costs A minimum of three days of training must be provided to a teacher designated as the key person to adopt the project. Each adopter should have a copy of the Teacher, Counseling, Management, and Family Intervention Manual. Districts do not need to provide additional staff, equipment, or supplies. Training sessions can accommodate up to 30 teachers.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend awareness meetings, training, implementation, and follow-up services (costs to be negotiated).

Contact *Richard Maurer, Ph.D.; Anne M. Dorner Middle School; Van Cortlandt Avenue; Ossining, New York 10562; (914) 762-5740.*

Developmental Funding: USOE ESEA Title-IVC JDRP No. 81-50 (1/20/82)

SUPPLEMENTAL INSTRUCTION: (SI). A program to improve academic performance and retention rate.

Audience Approved by JDRP for freshman and sophomore students in high-risk entry level college courses.

Description Supplemental Instruction (SI) is a model of student academic assistance used in higher education that targets traditionally high-risk courses instead of high-risk students and organizes services on an outreach basis rather than a drop-in basis. This model, available to all students in a class, integrates learning skills strategies with course content. High-risk courses include large sections of entry-level courses in which unsuccessful enrollments range from 25% to 40%. The improvement of courses grades and resultant reduction of attrition rates are the broad goals of the SI program. Evaluative data demonstrate that SI is effective in meeting these goals on a variety of campuses. The Center for Academic Development selects and trains the learning skills specialists (SI leaders) whose content competency has been approved by the faculty member with whom they will work. Fifty-minute review sessions are scheduled three or four times a week in which the SI leader demonstrates proficiency in the course subject while providing instruction in the reading, writing, and thinking skills necessary for content mastery. SI leaders act as "model students" in the class, taking notes, reading all assigned materials, and most importantly attending class every time it is held. Two-year community colleges, four-year liberal arts schools, and state universities have successfully adopted this program in chemistry, economics, history, philosophy and accounting courses.

Students who participate in SI earn a higher mean course grade and semester GPA than students in a motivational control group of other non-SI students. Differences in performance patterns between SI and non-SI groups are evident regardless of past academic performance. Rates of unsuccessful enrollment (percent of D and F grades and withdrawals) in courses for which SI has been added are lower than they were prior to the addition of SI. The rates of unsuccessful enrollment for SI participants is lower than for non-participants.

Requirements The Supplemental Instruction model is adaptable on a variety of campuses and is compatible with existing academic support programs such as Special Services, learning centers, academic assistance centers, and Title III and IV programs. No special equipment or other resources are required for implementation. Some duplication of printed matter is helpful. A minimum of one full-time professional staff member is needed to train and supervise the SI leaders. Additional staff may be required for larger programs.

Costs Costs will vary depending upon the availability of existing staff who can be reassigned to this program. If no staff is available, costs will include salary for professional staff. Students hired as SI leaders can be compensated through part-time wages (approximately $600 per SI each semester), through internships (cost varies from campus to campus), or through work-study arrangements. SI leaders are usually furnished the course text and access to some means of materials reproduction.

Services Potential adopters are welcome to inquire directly with the contact person listed below. Awareness materials are available at a cost of $l (to help cover printing and mailing costs). Conferences and workshops are regularly scheduled at the developer/demonstrator site. Developers/demonstrators are available for consultation (travel expenses covered by potential adopter).

Contact ***Ms. May Garland; University of Missouri-Kansas City; Center for Academic Development, SASS 100; 5100 Rockhill Rd.; Kansas City, MO 64110-2499. (816) 276-1174.***

Developmental Funding: University of MO, KC

JDRP No. 8l-33 (12/7/81)
Recertified (9/85)

ALTERNATE LEARNING PROJECT (ALP). A community-based alternative to traditional school, offering a complete program and Special Focus Programs to supplement existing programs. JDRP approved for grades 9-12, all abilities.

Description ALP, a comprehensive public secondary school, provides students with an individualized basic skills program, a college preparatory course, community-wide career exploration activities and a broad arts program. The emphasis throughout is on continuous personal counseling and student responsibility. Students enroll in ALP by choice. Participants are selected by lottery, using such factors as race, family income, sex, and grade level to achieve a population that reflects the city and school system profile. ALP has five major objectives: to improve student performance in basic academic skills; to improve student career decision-making skills; to provide needed counseling for planning, evaluation, and support of student activity; to involve students and parents in school governance and decision-making; and to maximize learning opportunities in the community. Graduation requirements at ALP involve: the ALP Life Skills Competency Assessment (an evaluation of individual student competencies in practical, real-life situations where applied performance is required), and the ALP Core Diploma requirements (according to which students must pass proficiency exams in English, math, and science, earn credit in U.S. history, and complete a minimum number of courses and educational activities).

Contact *John J. Ramos, Director; Alternate Learning Project; Providence School Department; 321 Eddy St.; Providence, RI 02903. (401) 456-9194 or 9195.*

Developmental Funding: USOE ESEA Title III JDRP No. 74-86 (6/6/74)

A COMMUNITY APPROACH TO YEAR-AROUND EDUCATION. (Project C.A.Y.R.E.). Designed to meet student learning needs effectively through the use of an alternative calendar. Approved by JDRP for grades K-8. This program has been used in other settings for grades 9-12.

DESCRIPTION The 45-15 year-round calendar divides the student population into four groups. Each group attends schools for 45 school days (nine weeks) and then has a vacation of 15 school days (three weeks). These patterns are staggered so that one track is always on vacation. This allows the building to accommodate 33% more students. In addition, the program can create a more consistent total learning program by eliminating large blocks of time (i.e., three summer months) between learning segments. Initially, the adoption of a year-round program is no more than a calendar change. As such, changes in staffing ratios, materials, facilities, operational costs, and curriculum are not necessarily integral parts of the program.

CONTACT *Thomas Balakas, Project Director; Year-Round Project Dissemination Center; 3855 S. Alicia Pkwy.; Aurora, CO 80013. (303) 693-0611.*

Developmental Funding: USOE ESEA Title III JDRP No. 78-160 (3/15/78)

EDUCATIONAL SERVICES FOR SCHOOL-AGE PARENTS (ESSP). A special education program providing educational, nutritional, social, and health services to expectant school-age students. Approved by JDRP for any pregnant student in the public school system.

Description With its Family Learning Program based at the New Brunswick High School, the New Brunswick Board of Education is addressing some recognized teenage pregnancy problems. These include poor academic motivation and achievement and a significantly higher infant mortality rate and lower birth weight than are found in the babies of any other age group. The Family Learning Program provides mainstreaming into the regular academic setting for standard high school and intermediate subjects. In addition, it provides a five-credit class in childcare and development, taught at a nearby day care center, a class in maternal and infant care, nutritional training, group and individual guidance and counseling services, and introduction to local service agencies such as the Division of Youth and Family Services, Welfare, Women, Infants and Children, Visiting Nurses, local hospitals, pregnancy clinics, etc. Students participate in both a breakfast and lunch program. Home instruction is provided for a period of one month before and one month after delivery, with students then returning to regular academic settings while infants are tended by relatives or day care center.

Contact *Mrs. Joan Marino Bornheimer, Principal, New Brunswick High School, 1125 Livingston Avenue; New Brunswick, NJ 08901; (210) 745-5334. Mrs. Dorothy Aronowitz, Teacher Coordinator, Family Learning Program, New Brunswick High School, (201) 745-5381.*

Developmental Funding: USEO ESEA Title III JDRP No. 74-56 (5/14/74)

LEARNING TO LEARN: Improving academic performance across the curriculum.

Description This program is the only learning improvement program at the postsecondary level to be approved by JDRP. The 14-week course produces significantly higher grade-point averages and retention rates for students. This difference is substantial; we anticipate that the net effect of the program on a college using this system would be to increase its revenues (through higher student retention rates) and raise its academic standards (by improving students' ability to perform well in academic courses). The LTL system was developed through research in the learning strategies of successful students. Such students (l) ask questions of new materials, reading or listening for confirmation; (2) break down into smaller units the components of complex tasks and ideas; and (3) devise informal feedback mechanisms to assess their own progress. The LTL system is not a study skills system, which loses its impact after students stop using the techniques. Once new LTL behaviors are established, they become part of the learner, integral to his/her thinking processes. We think of these methods as comprising a fourth basic skill which facilitates the acquisition of the other three. Studies using statistically equivalent control groups were conducted on two college campuses. The studies showed significantly higher GPA's for students who had participated in the LTL course when effects of course load, sex, race, SAT scores, and previous academic record were removed (p. 05).

Contact *Dr. Marcia Heiman, Learning Skills Consultant; Learning to Learn; Box 493; Cambridge, MA 02138 (617) 547-2377.*

Developmental Funding: Special Services for the Disadvantaged Higher Education Act of 1965,
PL 89-329. JDRP No. 83-25 (6/15/83)

POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A program that provides intervention strategies designed to prevent or minimize nonproductive social behavior in secondary students.

Description Major activities of the PASS program include individual and group consultations that assist school faculties in developing techniques for dealing effectively with teenage students, affective education and personal development programs for students and teachers, time-out rooms managed by a teacher or paraprofessional where students talk out problems and complete academic assignments, individuals and group counseling for students experiencing serious interpersonal confrontations, and counseling for parents. "Staff Development for a Positive School" and "Communication Activities in the Regular Classroom" help students and teachers get to know and appreciate each other. "Student's School Survival Course" and "Home Survival Course" help students with problems learn how to interact more effectively within their school and home environments.

Contact *John C. Kackley, Supervisor/Consultant, or Ralph E. Bailey, Ph.D., Director; Project PASS; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 823-6696, ext. 45.*

Developmental Funding: USOE ESEA Title III JDRP No. 74-116 (12/6/74)

PUBLIC SCHOOLS OF CHOICE: High School in the Community (HSC). An alternative secondary school of choice within the public school system. Approved by JDRP for students of all abilities, grades 9-12.

Description High School in the Community (HSC) is a small, innovative alternative to the traditional high school. It is designed to provide students and their parents with a choice of learning environments within the public school system. HSC is a highly personalized, humanistic program that seeks to improve students' attitudes toward learning and to give them a sense of shared responsibility in the process of their education. Students plan their own schedules with staff advisors. Family Groups (in which a staff member meets with his/her guidance students for an hour each day) allow for open discussion about school and life. The Policy Council (governing body of HSC, composed of students, teachers, and parents) provides the opportunity for students to participate in decisions about their education. HSC does not give letter grades. Students receive descriptive evaluations of work accomplished and suggestions for improvement. No single teaching approach is required. A general atmosphere of high student involvement, innovation, teacher support, and student-to-student affiliation, together with low student competition, has emerged. HSC has consistently compared favorably with other high schools in both cognitive and affective areas. The greatest gains have been made in students' reading skills and attitudes toward school.

Contact *Alice Mick; High School in the Community; 45 Nash St.; New Haven, CT 06511. (203) 787-8635.*

Developmental Funding: USOE ESEA Title III JDRP No. 75-45 (5/15/75)

SENIOR ELECTIVE PROGRAM. A program exclusively for seniors designed to update curriculum in order to complement an open-space building. Approved by JDRP for students in grade 12.

Description The Senior Elective Program was designed by students and faculty during the summer of 1971 to update curriculum in order to complement an open-space building exclusively for seniors. The program involved revamping the school calendar into five marking periods, called facets, each concluding with a vacation period. Students were encouraged to telescope their traditional academic courses into the first three years of high school, to provide them during the senior year for 80 elective mini-courses developed for the program. Each senior was required to complete an independent study project or a community involvement activity or to participate in a work experience activity. All seniors were randomly assigned to small discussion groups called precepts, led by faculty members who provided program support and helped students adjust. All seniors were allowed open campus privileges. No one teaching approach was required. However, teachers were encouraged to develop methods conducive to teaching in open-space areas. Careful guidance was needed to ensure that students who planned to enter college earned sufficient college entrance units during their four years of high school. In its present form, the Senior Elective Program divides the school year into four marking periods and the independent study project is elective rather than required.

Contact *Newton Beron, Project Director; Rumson-Fair Haven Regional High School; Ridge Rd.; Rumson, NJ 07760. (201) 842-1597.*

Developmental Funding: USOE ESEA Title III JDRP No. 74-91 (9/18/74)

ST. PAUL OPEN SCHOOL. An alternative school program using the concept of the open school to enrich the K-12 educational experience. Approved by JDRP for students of all abilities, grades K-12.

Description These basic elements distinguish the St. Paul Open School. Advisor-Advises System: Students select their own advisors, who are responsible for 10-23 students. Before school begins, conferences are held among students, parents, and advisors to establish individual goals for each student. These goals are reviewed biweekly in advisor-advisee and quarterly with parents. Use of Volunteers: Parents, senior citizens, college students, and community members are brought into the building. Volunteers are screened, trained, and followed as they work with students. Shared Decision Making: Parents, staff, students, and community members help make decisions in areas including budget, curriculum, hiring, and student evaluation. Use of the World Beyond Building: Our building is viewed only as a headquarters. As part of their studies, students take hundreds of local field trips, work as interns or apprentices in local businesses, take classes at other area high schools, and college courses, and go on cross-country trips. Evaluation: Extensive evaluation of students, staff, and the total program continues throughout the year. Written evaluations replace grades. Competence-Based Graduation: No credits are given at the St. Paul Open School. Students develop a graduation packet through validations in six major areas: career education, consumer awareness and current issues, cultural awareness, community involvement, information finding and personal/interpersonal skills. Standardized test scores show considerable effectiveness of other St. Paul Public Schools.

Contact *Director; St. Paul Open School; 1023 Osceola Ave.; St. Paul, MN 55105. (612) 297-8531.*

Developmental Funding: USOE ESEA Title III JDRP No. 74-85 (6/6/74)

SECTION D: Basic Skills—Language Arts/Writing

Classroom Team Approach (formerly Personalized Instruction: A Classroom Team Approach) D-7

Expressive Writing in School D-7

*Ferguson-Florissant Writing Project D-1

Individualized Language Arts: Diagnosis, Prescription and Evaluation D-2

New Jersey Writing Project D-3

*QUILL: Microcomputer Based Writing Activities D-4

*TALK: Teaching Activities for Language Knowledge D-5

*WR.I.T.&E: Writing is Thorough and Efficient D-6

**Projects currently funded by the NDN*

FERGUSON-FLORISSANT WRITING PROJECT. An inservice program to increase student writing achievement.

Audience Approved by JDRP for teachers of students, grades 4-12.

Description The purpose of this staff development program is to change the teaching of writing. Each day of the three-week inservice is divided into two parts. The morning session surveys current writing instruction methodology; in the afternoon, teachers develop their skills as writers. While a two-stage process is usually employed in traditional writing instruction, (composing and evaluating), a four-stage writing process is employed in the writing project—prewriting, composing, revising, and evaluating. Revision takes place in small critique groups.

After the training was completed, teachers reported they spent 10 hours each month on personal writing, whereas before training they had spent no time on this activity. They used the four-stage process with their students as well. While grammar and mechanics are typically taught separately from writing, project teachers combined grammar and mechanics with writing. They also reported an increase in prewriting activities such as free writing, focused writing, and non-stop writing. This increased the lag time between assignment and initiation of student writing. Students also used critiquing groups for the revision stage.

Trained and newly trained teachers met to share strategies. Project staff participated in training, organized meetings to discuss progress, and demonstrated model lessons.

Effectiveness results indicate that students with trained teachers show statistically significant differences in their writing achievement when compared to students without trained teachers.

Requirements An adopter must send 1 to 3 teachers to a five-day Leadership Training Seminar. Ideally, a district would train an elementary and a secondary teacher as co-leaders of the district's planned summer writing project. The summer writing project should draw between 15 and 30 district teachers from all grade levels and all content areas. An elementary and secondary writing curriculum to be used by trained teachers is also available for purchase.

Costs This program requires no new student materials. Curriculum guides (priced at $10 and $18.50 for the elementary and secondary editions) are required for each teacher in the summer writing project. The program's major cost is the stipend which the district would regularly pay teachers for summer inservice work. Based on one school with 30 teachers and 750 students, the per pupil cost for the start-up year is $5.95. Recurring costs are $2.82 per pupil.

Services Awareness materials are available free of charge, and awareness presentations are available on an expense-shared basis. Leadership Training Seminars may be provided for the trainer's travel and per diem expenses (if training is done in the local district) or the participant's travel and per diem expenses (if the training is done in Ferguson-Florissant). Visitations are welcome anytime. Leadership Training Seminars are scheduled at least twice a year, in November and April, at the demonstration site located in St. Louis area.

Contact *Dr. Mary Louise Hawkins, Project Director; Ferguson-Florissant Writing Project; Ferguson Reorganized School District R-2; 1005 Waterford Drive; Florissant, MO 63033. (314) 831-4411.*

Developmental Funding: USOE ESEA Title II and VII

JDRP No. 82-26 (5/26/82)

INDIVIDUALIZED LANGUAGE ARTS: Diagnosis, Prescription, and Evaluation. A project combining a language-experience approach with techniques derived from modern linguistic theory to enhance skills in written composition.

Audience Approved by JDRP for grades 3-6. Has been used with grades 1-2, 7-12, college basic skills programs, adult education programs, special education programs, and independent and supplementary programs in written composition.

Description At least three times a year, the teacher evaluates writing samples composed by students on self-selected topics. Utilizing criteria common to nearly all language arts programs, the teacher is then able to assign priorities to the needs of the whole class, groups of students, and individual youngsters. For each objective stemming from this diagnosis, a teacher's resource manual prescribes a variety of writing or revision techniques for all content areas involving writing. Motivation for writing is strengthened by a "communication spiral" that links composition to the other language arts and to real-life experience. A record-keeping system permits students, teachers, administrators and parents to observe growth in writing proficiency from month to month and grade to grade. The program can be combined readily with existing language arts curricula and materials.

Requirements District makes a definite commitment to improving basic writing skills of all students. District sends initial cadre of teachers and administrators to convenient sites for two-day (10-15 hours) training and purchases copies of Teachers Resource Manual and Management Manual (for administrators). District assumes responsiblity for extending the program to other grades, classes and/or schools in future years, with turnkey trainers conducting inservice programs. District reports to project on extent and quality of implementation.

Costs District assumes (or shares with NDN Facilitator) the costs of releasing teachers and administrators for training workshops. District assumes (or shares with NDN Facilitator) per diem, travel, and lodging costs for project staff. Teacher's Resource Manual: $10.00 per copy. Management Manual (for administrators): $2.00 per copy.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings. Training is conducted in requesting district and states throughout the year. Follow-up assistance is also available to adopters. (Costs for trainers' services, travel, and per diem expenses for awareness, training, or follow-up assistance to be negotiated).

Contact ***Jeanette Alder, Project Director; Weehawken High School, Liberty Place, Weehawken, NJ 07087. (201) 865-1506.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-55 (5/23/74)

THE NEW JERSEY WRITING PROJECT. A teacher training program that improves student writing.

Audience Approved by JDRP for teachers and students grades 7-12, all ability levels. It has been implemented in K-6 as well.

Description The New Jersey Writing Project is a state-wide writing program based on a thorough knowledge of the composing process. This project is predicated on the following assumptions: writing is a process and a mode of learning; teachers of writing should write; teachers teaching other teachers accomplish efficient curriculum change; theory about and assessment of other writing should enhance classroom practices.

The program involves three stages: teacher training, implementation and staff development, and assessment. The teacher training stage is a three-week summer institute for teachers from a single district or from multiple districts in the same geographic region. Each day of the training program is divided into a writing/sharing morning session and a theory presentation in the afternoon. The second stage is a two-part program. First, returning teacher consultants introduce writing as a process into their classrooms. Within the confines of the regular English period each teacher provides time for students to write in class. All students are instructed in the process of effective editorial feedback. Second, in addition to implementation in the classroom the returning teachers begin staff development programs suited to the unique needs of district curricula. The third stage involves the development and use of assessment instruments and procedures. This evaluative phase encompasses the following components: students' writing samples; training for teachers in holistic scoring; and teacher and student writing attitude surveys.

Requirements The program should be adopted by a single district or a group of districts wishing to work jointly on student writing. Training is required. One or two district teachers receive intensive training and return to their schools to train others.

Costs Costs are limited to training. Training for a group of 25 teachers from 10-20 districts at adopter site: a trainer for three weeks, $2,000; travel and residency for the trainer, if required, approximately $1,800; payment or credits for participating teachers as per local option; paper and supplies, $150; texts per participant, approximately $25; two release days per participant for follow-up and evaluation data analysis.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and demonstration sites. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at the adopter site during the summer with adopters paying for individuals trained. Training is available at adopter site, usually in three-week full-day sessions in June, July or August (all expenses of trainer's stipend, travel and per diem, and cost of training materials must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Dr. Linda Waitkus Halstead, Project Director; South Brunswick Township Board of Education; 1 Executive Dr.; Monmouth Junction, NJ 08852. (201) 297-7800.***

Developmental Funding: Natl. Endowment for the Humanities JDRP No. 79-19 (5/24/79)

QUILL: Microcomputer-Based Writing Activities

Audience Approved by JDRP for all students in grades 3-5

Description QUILL is a microcomputer-based writing program that provides students with software tools for planning, composing, revising, storing, retrieving and printing written text. QUILL also provides teachers with training and assistance to integrate the software into classroom writing instruction and writing in content areas. The primary purpose of QUILL is to provide students with motivating writing activities in a structured, computer-based format, which allows for flexiblity in addressing student ability and interest. Additionally, QUILL offers students use of "real life" microcomputer tools, such as a text editor and message system. Finally, QUILL provides teachers with tools to supplement and expand language arts and writing instruction, especially in the areas of expository and persuasive writing.

Intermediate level elementary students (grades 3-5) have significantly improved ($p. < 05$) the quality of their expository writing, as measured by pre and post writing samples in comparison with a matched control group.

Requirements At least one computer system per class (Apple with 64K, two drives, 80 column display, green screen monitor, and printer). Computer lab setting is acceptable. No additional staff is required. A local facilitator should be designated from existing personnel.

Costs Staff training and implementation assistance, and purchase of software and hardware are the primary costs. Training (3 days) and on-site assistance (2 days) costs approximately $2000. The software package from a commercial publisher costs $150 per teacher. Additional materials (disks, paper, etc.) cost approximately $125 per teacher. Hardware costs will vary depending upon equipment already available to the adopter.

Services Visitors are welcome at demonstration sites located throughout the country. Awareness materials are available at no cost. Project staff is available for presentation and training on a limited basis (cost to be negotiated).

Contact *Denise Blumenthal or David Zacchei, The NETWORK Inc., 290 South Main Street, Andover, Massachusetts 01810 (617) 470-1080.*

Developmental Funding: U.S. Department of Education JDRP No. 84-10 (3/30/84)

TALK: Teaching Activities for Language Knowledge. A program improving expressive and receptive vocabulary skills and language, grades K-3. TALK encourages the use of positive reinforcement, active participation, creative thought and fun in learning.

Audience Approved by JDRP for elementary students grades K-3 scoring at the 50th percentile or below on a standardized reading test.

Description A language specialist teaches 30-minute oral language lessons twice each week in K-3 classrooms. The participating classroom teacher remains in the classroom during lessons demonstrated by the language specialist, teaches weekly follow-up oral language lessons assigned by the language specialist from the TALK lesson manual, and completes a brief evaluation of the TALK lessons conducted. A TALK lesson manual includes lessons in listening skills, grammatical skills, describing and defining, personal and social awareness, choral speaking, story-telling, creative dramatics and puppets, and speaking and hearing science.

TALK students have shown gains of 30% to 80% on standardized tests for receptive and expressive language. These highly significant gains have been obtained at all grade levels.

Requirements The adopting district provides a speech and language clinician or teacher with a background in language development or reading, one hour per week for each classroom receiving TALK. The TALK program can be adopted by one language specialist and two classroom teachers in a school district. After language specialists and classroom teachers have been trained in the program, they can train other personnel in the local district. TALK staff assist adopting district in evaluating the effectiveness of the program as it is implemented.

Costs Each language specialist and classroom teacher must have a copy of the TALK instructional manual, $45. A TALK training manual, $10 is suggested for each school district. TALK staff and Certified Trainers are available for trainings. Costs for these sessions are negotiable.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). One-day training sessions are conducted at project site or adopter site (costs to be negotiated). Implementation and follow-up services are vailable to adopters (costs to be negotiated).

Contact *Stephanie Hendee, Project Director; Muldoon Center; Rockford School District #205; 121 S. Stanley St.; Rockford, IL 61102. (815) 964-7019.*

Developmental Funding: USOE ESEA Title III

JDRP No. 78-189 (7/11/79)
Recertified (1/85)

PROJECT WR.I.T.&E.: Writing is Thorough and Efficient

Audience Approved by JDRP for grades K-12.

Description Project WR.I.T.&E. is a K-12 writing program designed to improve students' writing competency and fluency in composing by using a process approach to writing that is developmentally tailored to students' needs.

Based upon the results of 3 experimental studies across different grade levels (3, 4, 5, 7 and 11), students receiving instruction with the Project WR.I.T.&E. curriculum significantly outperform ($p<.01$) comparable control group students in writing ability, as measured by the Holistic Writing Assessment Procedure.

Requirements Adopters must attend staff development activities directed by Project WR.I.T.&E. staff, at which time a system for ongoing monitoring and support activites will be provided. Additional staff are not necessary for replicating the project, but staff retraining is necessary. The Project offers a 3-day workshop designed to prepare teachers for using Project teaching techniques. Teachers planning to implement Project WR.I.T.&E. should attend the workshop in the summer or school year prior to implementation.

Costs Program costs include training workshops, teacher curriculum guides, holistic evaluation student composition books, quarterly student publications and annual young author's conference. Initial installation cost per student (N=600) is $15.25 with a recurring installation cost per student of $7.18 with a recurring cost after year three of $1.60.

Services Project staff is available to conduct workshops as well as awareness sessions either at the Project site or elsewhere. Visitors are welcome to visit the Project by appointment. Project staff is also available to provide technical assistance in conducting a writing needs assessment and in holistic scoring of writing samples.

Contact ***Mr. Walter J. Vail, Project Director; or Ms. Patricia A Rubin, Project Director; Project WR.I.T.&E.; Glassboro Board of Education; North Delsea Drive, Glassboro, New Jersey 08028. (609) 881-2290.***

Developmental Funding: ESEA Title IV-C

JDRP No. 84-12 3/26/84

A CLASSROOM TEAM APPROACH: for improving language arts skills. JDRP approved for pupils in grades I-5 scoring in lowest quartile in reading achievement. A preshool program has been added for four year olds preceding Kindergarten who have language and experiential deficiencies.

Description A Classroom Team Approach is designed to provide an instructional model that will be successful in helping pupils improve their language arts skills. The program includes reading and communication skills, language development, creative writing, and recreational reading. Chapter I teacher specialists, working in a team relationship with cooperating classroom teachers and aides, devise and implement instructional activities that relate the pupils' characteristics and learning styles to the existing curriculum. Pupils selected for the program are in the lowest quartile in reading achievement. They are cross-age grouped in regular classrooms, with 24 Chapter I pupils served for a 60-80 minute language arts period. Each class is divided into three or four subgroups of six to eight pupils; during the period, each subgroup receives 20 minutes of regular reading instruction from the participating classroom teacher, 20 minutes of supplementary instruction from the Chapter I teacher, and 20 minutes of reinforcement activities from the aide. (In the case of an 80-minute period, the class regroups for 20 minutes of instruction in written communications). In addition to the regular classroom program, a resource classroom may be provided, offering supervised activities in recreational reading and creative writing. These activities are scheduled during the afternoon, when classroom regroupings are not feasible.

Contact *Dr. Donald Carline—Supervisor of Chapter I Program—or Sally Jo Case, Coordinator, Adams County S.D #50; 7200 Lowell Boulevard, Westminster, CO 80030. (303) 428-35ll, ext. 267.*

Developmental Funding: USOE ESEA Title I JDRP No. 74-122 (12/16/74)

EXPRESSIVE WRITING IN SCHOOL. A program designed to enhance the writing skills of K-6 students.

Description The Expressive Writing In School Project is designed to enhance the skills of K-6 students in the writing process. The project is interdisciplinary in nature and employs continuous direct instruction with children working on a variety of writing forms and genres. Individualization and feedback are essential components of the program. Students in project classrooms write an average of 40 minutes each day. This time is not simply "set-aside," but rather, students write or study some aspect of the writing process as an integral part of the regular school day. This is especially true in language arts where writing becomes the vehicle for the teaching of spelling, punctuation, word usage, and other literary skills. In order to keep interest high, the classroom integration of writing instruction is systematically scheduled. Because of this "tailor-made style," the program is readily implemented in any school system. Individualization of instruction occurs as a functional part of the program. The term "Expressive Writing" is used to emphasize that children work with their own ideas and experiences and their own understanding of new information. In this way, the language that comes to the page is the child's own. Teachers learn about students as individuals through their writing, both through the varied content and the different levels of language skills which students bring to it. All project students keep individual files of their own writing from which they or their teachers can evaluate their progress. Teachers, aides, and/or parent volunteers conference with students about their writing.

Contact *Miss Bryce Moore, Project Director; Expressive Writing in School; White Hill School; Fairfax School District; 101 Glenn Drive; Fairfax, CA 94930 (415) 454-8390.*

Developmental Funding: JDRP No. 83-11 (2/25/83)

SECTION E: Basic Skills—Mathematics

*Astra's Magic Math E-1
*Calculator Math E-2
*CAMEL (Calculator Assisted Mathematics for Everyday Living) E-3
CLASSMATE 88 Mathematic Computational Skills Program E-4
*Competency Based Program for Mathematics Mastery E-6
*Comprehensive School Mathematics Program (CSMP) E-7
Conceptually Oriented Mathematics Program (COMP) E-8
*Cross-Age Structured Tutoring Program for Math E-5
*Diagnostic Prescriptive Arithmetic (DPA) E-9
DPI E-19
*First Level Mathematices (KINDERMATH) E-10
"Go Metric": A Supplemental Low-Cost Metric Curriculum E-19
*HOSTS MATH: Help One Student To Succeed E-11
*Individualized Prescriptive Arithmatic Skills System (I PASS) E-12
Mathematics Achievement Program (MAP) E-20
McCormick County Follow Through: Mathemagenic Activities Program (MAP) E-20
*MICRO/MATH (formerly Mathematics/Technology) E-14
M2C: Math Motivational Centers E-13
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Pre-Algebra Development Centers E-21
*STAMM: Systematic Teaching and Measuring Mathematics E-15
Team Assisted Individualization: Mathematics E-17
*Success Understanding Mathematics (SUM) E-16
*Title I Mathematics Computer Assisted Instruction (CAI) E-18

**Projects currently funded by the NDN*

ASTRA'S MAGIC MATH: Beginning Math Program. A 22-unit success-oriented beginning math program employing an organized oral language based, multi-sensory approach using techniques for a foundation of any math system or program.

Audience Approved by JDRP for kindergarten students.

Description Astra's Magic Math increases math achievement by promoting the acquisition of basic math skills while helping children develop positive self-images. Throughout 22 self-contained units, the multi-sensory program utilizes oral language, manipulation, and writing activities during daily twenty to thirty minute lessons. The program utilizes discovery, mystery, and memory aids. It utilizes a multi-sensory approach through repetition, discovery, mystery, and memory aids. It combines frequent repetition and immediate correction or confirmation of children's responses with a game-like presentation of materials and positive feedback from the teacher. The program includes interactive large group activities and individual mastery worksheets. Astra's Magic Math stresses positive reinforcement and a belief in the ability of each child to succeed. Interest is stimulated through the use of Astra, a make-believe character from outer space. The program is designed to develop the positive academic self-concept and independence of young children, while satisfying their intellectual needs.

Astra's Box, an essential program prop, contains lesson materials for the day and stimulates curiosity in the children. The children believe Astra is the source of homework and badges awarded to them each unit. Astra also displays feelings of happiness, sadness, fear, excitement, and frustration, thus enabling the children to identify with her.

Kindergarten participants in the program have demonstrated gains in excess of 30 NCE's during a six-month period as assessed on the mathematics sub-scale of the Comprehensive Test of Basic Skills.

Requirements The program can be implemented in a typical classroom using regular teachers. A one-day training session is highly recommended. The only materials that must be purchased are the Astra's Magic Math Manual and Astra's Box. A variety of other educational and motivational materials to enhance the program is useful and highly recommended.

Costs Astra's Magic Math Manual including Astra's Box (one per classroom), $50 (required start-up); Astra Doll $50, Astra's Manipulatives, $20 (complete set = $112 reduced price).

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopters pay only their own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Jeanne Stout Burke, Judith Brown; or Gretchen Ross, Co-Directors; Astra's Magic Math; Sunshine Gardens School, 1200 Miller Ave.; South San Francisco, CA 94080, (415) 588-8082.***

Developmental Funding: Private

JDRP No. 83-54 1/24/84

CALCULATOR MATH. A supplementary program to improve students' mathematical skills through the use of a consumer-oriented curriculum which incorporates the hand calculator.

Audience Approved by JDRP as a supplementary math program for grades 7 through 9.

Description Calculator Math is a mathematics project which parallels and supplements the 7th-9th grade program. It brings the technology of the hand calculator into the classroom with a proven instructional curriculum. The program teaches students: to use calculators with efficiency and with confidence; to improve their skills in problem solving, rounding off, estimating, and solving consumer word problems; to improve their ability to work with whole numbers, decimals, fractions and percentages.

Students use a calculator and calculator math worksheets one-fifth of their math time (approximately one day a week) for a year.

Project materials include the CALCULATOR MATH binder and task cards.

Binder contents: Teacher's Guide (describes the implementation and management of the program); Student Guide (introduces the student to the calculator and reviews rounding off, estimating, and solving word problems); Work Sheets (five units which supplement the whole number, decimal, fraction, and percentage curriculum).

Units contain pre/posttests and are adaptable for individual, small group or total class instruction.

Answers and Place Value Charts

180 Task Cards: written and illustrated by students. Cards are color coded and assigned on appropriate work sheets.

Requirements The program can be implemented in a typical math classroom using regular teachers. Materials which must be purchased are the Calculator Math Binder and Task Cards (one set per teacher), and Calculators (approximately one per two students). Calculator Math can be adopted by a single classroom or by several classrooms who may share the materials. A one day training session in the management and implementation of the use of calculators in the CALCULATOR MATH Program, and the development of problem solving skills is required for adoption.

Costs First year installation costs: Approximately $4.50 per student including purchase of calculators, materials and training. Subsequent year: $1.50 per student (duplication cost).

Services An NDN funded Developer/Demonstrator Project. Awareness materials are available at no cost. Visitors are welcome at demonstration sites by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site or adopter site (costs to be negotiated). Implementation and follow-up services are available to the adopter.

Contact ***Director; Calculator Math Office—400 Mansell Street; Wilson Demonstration Site; SFUSD; San Francisco, CA 94134. Office: (415) 469-5697, School: (415) 239-6200.***

Developmental Funding: Title IV-C

JDRP No. 82-31 (5/26/82)

CAMEL (Calculator Assisted Mathematics for Everyday Living). A curriculum to increase the computation and application skills of general mathematics students.

Audience Approved by JDRP for 9th and 10th grade general math students.

Description CAMEL is an individualized two-year program for those students who have had little or no success in mathematics. These students usually have computational deficiencies that preclude their mastering many of the "living skills" concepts that are part of everyday life for most people. CAMEL is based on the premise that these students can and will learn these concepts if the amount of computations is reduced. Students in a CAMEL classroom use calculators to perform the computations necessary to learn and apply these concepts. All examples show how the given information is analyzed and entered in the calculator. All example answers are explained and are identified with units or labels where appropriate.

Paper and pencil computations are not excluded by use of the calculator. The program includes eight computations modules that the students must work using paper and pencil if they cannot demonstrate mastery of the skill on a pretest. Paper and pencil computations should take less than 20% of the students' time.

While CAMEL was developed for use in a regular classroom and is primarily used there, the individualized nature of CAMEL makes it appropriate for any group that is highly transient and not well motivated. In the developing district CAMEL is also used in the Juvenile Detention Center, the Alternative School for Disruptive Students, The Center for Emotionally Handicapped or Learning Disabled Student, and The Half-Way House for Young Adults.

Requirements The CAMEL program can be implemented by any math teacher. Teacher-student ratio 1:30. A one-day training session is desirable but not necessary. No special facilities are needed. Each student in the program should have access to a calculator. A set of CAMEL materials is required and consists of eight computational modules, 31 applications modules, and two applications review modules; teacher and manager manuals; complete set of pre- and posttests with answer key. A management system to help the teacher is also part of the program.

Costs One set of calculators ($9 each) and one set of CAMEL materials ($450) which can be used by one to five classes per day. Costs of expendable materials vary depending on the number of students involved.

Services CAMEL Resource Staff Project consultants provide technical assistance and training in program implementation. Visitors are welcome to visit a demonstration school. Awareness materials are available.

Contact ***Whiteford G. Colee, Project CAMEL; P.O. Box 1910; Daytona Beach, FL 32015-1910. (904) 255-6475; Suncom 391-1011.***

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 82-5 (2/17/82)

CLASSMATE 88 MATHEMATIC COMPUTATIONAL SKILLS PROGRAM. A pullout program incorporating technology to improve the basic mathematical computational skills of economically disadvantaged children.

Audience Approved by the JDRP for educationally disadvantaged children in grades 4-6.

Description Classmate 88 is a daily pullout program that uses technology as well as paper and pencil activities, fact cards, and puzzles to provide drill and practice in basic mathematical computational skills. The project treatment is for 32 weeks providing 40 hours of additional supplementary mathematic instruction during the school year. The project is designed to serve children, each using a calculator, in groups of three for fifteen minute sessions daily. Since this is an individualized project, each three students come from the same grade level. The Resource Teacher, working with the classroom teacher, schedules the students into the project so they will not miss the "core" or basic subject areas. The time out of class is during Art, Music, Gym, study periods or recess. Student placement in Project Classmate 88 is determined through a multistep process which begins with the Classroom Teacher and the Resource Teacher. An assessment is made of the child's level of functioning through a combination of placement tests (addition, subtraction, multiplication, division, fractions, and decimals) developed by the South Bend Community School Corporation. The scores on these tests are used to determine placement. The problem for each section within a test are weighted according to the skill level. The number right determines the starting level for the student. As the student works through each program, the aide monitors his/her progress, giving assistance as needed. All work sheets and papers are kept in the student's individual folders. After mastery the student proceeds to the next program. The unique technological feature of the program is the use of a calculator known commercially as Classmate 88. This machine provides practice in computational skills by (1) presenting computational problems appropriate for the child one at a time; (2) providing feedback after the child has worked the problem by the hand and input the answer; (3) noting when the answer is not correct; and (4) summarizing the child's performance on the set of problems. This tape is used by the aide and consultant to monitor progress; also, it may be displayed on a bulletin board or sent home to parents. The Classmate 88 calculator contains seventy (70) handwired programs that have been developed to help children reach the specific computational problems. Note that the calculator does not do the calculation for the child.

Requirements All equipment, materials and strategies used in Classmate 88 can be duplicated. Adopters must purchase Classmate 88, the curriculum guide, and provide a system for ongoing monitoring and support activities. Additional staff using para-professional personnel are necessary for replicating the project. The project has a three-day workshop that has been effective in training aides to use the Classmate 88 machine, the curriculum and teaching techniques. Special materials are not necessary, with the exception of the Classmate 88 calculator, paper tapes and ribbons.

Costs Costs, including personnel, equipment, consumable materials and equipment maintenance average $175.25 per pupil (N=48) for the installation year and $127.22 per pupil for subsequent years.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated).

Contact *James E. Parent; Chapter 1 Department, South Bend Community School Corporation; 635 South Main Street; South Bend, Indiana 46601; (219) 282-4181.*

Development Funding: ESEA, ECIA

JDRP No. 85-11 9/9/85

CROSS-AGED STRUCTURED TUTORING PROGRAM FOR MATH.

Audience Approved by JDRP for elementary grades 2-8.

Description The Structured Tutoring Program in Math is a pull-out program which combines tutoring in basic skills with a continuous assessment of the child's progress on a daily basis. It also features immediate feedback and positive reinforcement techniques which are literally built into the instructional materials. The thrust of the program is to identify the child who is deficient in basic math comprehension skills as early as possible and to supply the necessary intervention to help him/her function within the school system on a positive encouraging basis. Identification of students begins with an initial screening which uses the total Math subsection of the Stanford Achievement Test. The Harrison Diagnostic Criterion Referenced Test is then administered which gives an individual prescriptive plan for tutoring in the skill sequence. Once students needing supplementary educational assistance are identified, they receive the Stanford Diagnostic Math Test as a pre-post assessment for evaluation. Students entering during the year are referred by teachers or counselors.

Requirements A paraprofessional Tutor Manager per 40 Student Tutors is necessary. Listing of specific material requirements can be provided by project personnel. The program may be implemented on a class, school, or district level.

Costs The cost for implementing a program serving 50-60 students is approximately $12,959. This includes personnel (1 Tutor Manager and 1 Adult Tutor), training, equipment, and materials. No special facilities are required. Average per pupil cost over a 5 year period was $216. Average pay for a paraprofessional is $5.50 per hour.

Services All Adult and Student Tutors receive training in positive reinforcement strategies, use of the sequenced materials, and recordkeeping activities. In addition, Tutor Managers and Adult Tutors are trained in testing techniques. Awareness materials are available at request at no cost from the Boise School District. Sample tutoring materials can be ordered from METRA Publishing, 366 South 500 East, Suite #103, Salt Lake City, Utah 84102.

Contact Dr. Geri Plumb, Coordinator of Federal Programs; Boise Public Schools; 1207 Fort Street; Boise, ID 83702. (208) 338-3400, ext. 246.

Developmental Funding: ECIA Chapter I JDRP No. 83-20 (3/17/83)

COMPETENCY BASED PROGRAM FOR MATHEMATICS MASTERY: An individualized diagnostic/prescriptive remedial math program.

Audience Approved by JDRP for grades 7 and 8 educationally handicapped students.

Description The Competency Based Program for Mathematics Master (CBPMM) incorporates a prescriptive learning competency based instructional approach. It draws on Bloom's Learning for Mastery and Keller's Personalized System of Instruction. Students are identified as needing mathematics remediation on the basis of their performance on the mathematics section of a district administered test. Placement tests for each strand are then administered to determine the sub-area into which the student will be placed. The student's instruction is based upon a prescription derived from these placement tests. The students then complete a mastery test appropriate for that strand. Each strand can be applied independently and students only work on the strands indicated by their placement test. Diagnostic and/or error pattern tests are used on as-needed basis. The error pattern tests determine why a student is not mastering certain material so that he/she can unlearn the misconception behind the problem. A total of 82 tests have been developed for use in the project. These include 41 diagnostic and error pattern tests, 11 placement tests, and 30 strand mastery tests. These tests have been through standard developmental processes including validity and reliability assessment. The error pattern tests assess the method the child uses to solve the problem as well as the answer. Thus, appropriate remediation can be applied.

The staff has developed 20 instructional games, 750 instructional puzzles, an instructional listening exercise , a deductive problem solving exercise, and 900 other manipulatives directly related to the CBPMM curriculum. Aside from project developed materials, commercial games, duplicating manipulatives, workbooks, textbooks, tapes and filmstrips can be used as supplemental material. A start-up kit is available which includes staff developed materials such as samples of "mathmatchtics" puzzles, several manipulatives, instructional games, and a listening exercise. A limited amount of equipment also is required for start-up operations. Practically all of the equipment essential to the program is traditionally found within schools. These include items such as typewriters, filmstrip projectors, cassettes, laminating machine, etc.

Requirements The adopting school district must conduct an l8 hour workshop on implementing project components. Certain specified materials should be available.

Costs Start-up costs depend on materials, personnel, and equipment already available. Contact project for more specific information.

Services Training can be provided by project staff at the expense of the adopting district. Other information available.

Contact *Linda Shibley, Director; Southeast Junior High; Rt 3; 2001 Ohio St.; Pine Bluff, AR 71601. (501) 535-6070 or -6478.*

Developmental Funding: Title IV-C

JDRP No. 83-16 (3/8/83)

COMPREHENSIVE SCHOOL MATHEMATICS PROGRAM (CSMP): An exciting, complete elementary-level mathematics curriculum from basics to problem solving for students of all ability levels.

Audience Approved by JDRP as a sequential mathematics curriculum for students of all abilities, grades K-6. CSMP students do better in relational thinking, estimation, mental arithmetic (large numbers), fractions, and word problems than students in more traditional programs.

Description An underlying assumption of the CSMP curriculum is that children can learn and can enjoy learning much more math than they do now. Unlike most modern programs, the content is presented not as an artificial structure external to the experience of children, but rather as an extension of experiences children have encountered in their development, both at the real-life and fantasy levels. Using a "pedagogy of situations," children are led through sequences of problem-solving experiences presented in game-like and story settings. It is CSMP's strong conviction that mathematics is a unified whole and should be learned as such. Consequently, the content is completely sequenced in spiral form so that each student is brought into contact with each area of content continuously throughout the program while building interlocking experiences of increasing sophistication as the situations become more challenging. A feature unique to CSMP is the use of three nonverbal languages that give children immediate access to mathematical ideas and methods necessary not only for solving problems, but also for continually expanding their understanding of the mathematical concepts themselves. Through these languages the curriculum acts as a vehicle that engages children immediately and naturally with the content of mathematics and its applications without cumbersome linguistic prerequisites. These languages include: The Language of Strings (brightly colored strings and dots that deal with the fundamentally useful and important mathematical notion of sets); the Language of Arrows (colored arrows between pairs of dots that stimulate thinking about relations between objects); and the Language of the Papy Minicomputer. The Minicomputer, a simple abacus that models the positional structure of the numeration system, is used both as a computing device and as motivation for mental arithmetic. Its language can be used to represent all decimal numbers, positive or negative, and encourages creative thinking about the nature and properties of numbers. CSMP is flexible enough to facilitate whole-group, small-group, and personalized instruction, and is appropriate for all children from the "gifted" to the "slow learners." It recognizes the importance of affective as well as cognitive concerns and has been developed and extensively tested in classrooms nationally.

Requirements School system signs cooperative agreement with CSMP and appoints local coordinator who undergoes 5 days of training in St. Louis during spring or summer prior to first year of implementation. Coordinator trains all teachers new to CSMP before start of school. Smallest adoption unit is one teacher in one classroom. No training charge, but system pays expenses of attending training. Teachers and coordinators are required to buy training kits: K-3, $7; 4-6 $7. Optional adopter site training is available; there is a fee for this service.

Costs One teacher and 30 students: Kindergarten, $148; first grade $260; second grade, $320; third grade, $340; fourth, fifth and sixth grades $368. Replacement cost for 10 students: Kindergarten, $12; first grade, $36; second, third and fourth grades, $64; fifth and sixth grades, $76. Cost per supplemental use will vary with the situation.

Services Free awareness materials available. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out-of-state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays own costs) in June and July. Training is also available at adopter site. Implementation and follow-up services are available to adopters (costs to be negotiated). Trainer travel costs, $150 per day fee, and $7 per person material costs paid by adopter.

Contact ***Clare Heidema, Director, CSMP, 470 N. Kirkwood Road, Second Floor South, St. Louis, MO 63122 (314) 821-1700.***

Developmental Funding:
USOE ESEA Titles III & IV, and National Institute of Education

JDRP No. 78-169R 3/13/84

CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP). An outcome-based objective-oriented mastery learning mathematics program designed to meet the needs of all children.

Audience Approved by JDRP for students of all abilities, grades 1-8. This program has been used in other settings with grades 9-12.

Description The Conceptually Oriented Mathematics Program is an objective based, mastery learning mathematics program that provides sequential mastery skills with corresponding instructional materials to be mastered in the basic skills area of mathematics. It is designed to meet individual needs through small-group instruction. Inservice training includes effective classroom management techniques to improve teaching techniques. Students are tested to determine their individual strengths and weaknesses and are grouped accordingly. The program provides continuous progress through the use of materials organized into 25 instructional levels. Nine strands are developed for mastery in these 25 levels. Each level has been broken into two or more steps. Step Z in each level provides additional materials for the gifted and talented students. Critical thinking skills are developed throughout the 25 levels. All COMP math objectives are correlated to major math textbooks. Correlations are included in the COMP Guidebooks. The program utilizes cooperative planning and teaching. The ideal instructional situation is one in which each teacher has no more than two instructional groups. It is the intent of the program to encourage teachers to be creative in their teaching and to adapt the program to the learning styles of their students. Key Elements: placement testing; teaching by objectives via COMP Guidebooks; and COMP Activity books; small-group instruction; criterion-referenced testing; computerized classroom management system (IMPACT); computerized drill and application activities (Levels 1-12, Grades 1-5); cooperative teaching and planning; continuous progress for students; administrator involvement; school-community-parent relations. Effectiveness: Students who participate in the COMP math program continue to make significantly greater gains in math achievement scores than their peers who participate in other math programs. COMP student gains have continued to grow over the 11 years COMP has been an NDN program. Effectiveness data is widespread, including Maine, North Carolina and Texas. Recently a district-wide study on achievement gains in Corpus Christi showed COMP math students made significantly greater gains over the 5 years of the study than the same students made in reading or other subject areas which had been equally targeted for improvement during the same time span.

Requirements One day of training prior to implementation is required. All teachers and administrators involved in adoption should attend. One day of training following implementation is also required. Adopter school needs will determine the scheduling of this training. Adopter designates one staff member to serve as project contact person and coordinator.

Costs Exclusive of textbooks and the teacher's salaries, the basic cost is approximately $50/teacher plus cost of test materials. Additional materials for instruction and enrichment can be added as finances are available.

Services Awareness materials are available at no cost. Visitors are welcome at demonstration sites anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site. Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact *L. Leon Webb, Director—Irene Gilbert, Asst. Director; 161 E. First St.; Suite 5; Mesa, AZ 85201. (602) 969-4880.*

Developmental Funding: USOE ESEA Title III

JDRP No. 74-114 (12/6/74)

DIAGNOSTIC PRESCRIPTIVE ARITHMETIC (DPA). A basic arithmetic program with emphasis on developing, modeling and mastering the basic concepts and skills.

Audience Approved by JDRP for students functioning at grade levels 3-5. This program has been used in other settings with grade levels 1, 2, and 6.

Description DPA is a process oriented program emphasizing the development and refinement of teacher modeling and questioning skills. DPA is an arithmetic program and includes counting, place value, addition, subtraction, multiplication, and division of whole numbers. Problem-solving skills are developed and reinforced through ongoing experiences with estimation and approximation, data collection, organization and interpretation, and real-life applications of arithmetic skills. Diagnostic tests for the major arithmetic topics (three levels) are used throughout the year to determine students' strengths and weaknesses both in concepts and skills. Prescriptions are then planned using the DPA Teacher's Manual, manual supplement, and other DPA resource materials. Each of the concept-developing and reinforcement activities in the Teacher's Manual has specific objectives related to the arithmetic instructional sequence and the diagnostic test items. The manual also includes descriptions of ongoing mathematics experiences, recordkeeping procedures, classroom management techniques, and instructions for developing a variety of teacher-made materials.

DPA can be used in self-contained elementary grade classes as the arithmetic component of the mathematics program or as a co-curricula remediation program (PSEN; Chapter I). Both approaches are essentially the same. A topic section of the DPA diagnostic test is administered, and the results are analyzed for group and/or individual needs. These data are recorded on the analysis chart, which aids the teacher in forming instructional groups and planning a program. Each student begins at his/her level of understanding. He/she may work with or without the teacher in a large group, small group, or independently. The student may use concrete materials for modeling a basic concept and may work with a DPA activity for reinforcing a new skill. The student may complete a written activity for practice or may help in the school by applying arithmetic to a real-life situation. This is a concept-based program that uses manipulative and physical materials and is adaptable to special education students.

Requirements A district must take the following steps: submit to DPA a statement of need and an implementation plan for the DPA program in the adopting district; provide for the release of participating teachers and supervisors for 3 full days of pre-implementation training; administer a standardized test as a pre/post instrument and provide DPA with a summary of results; employ ongoing DPA diagnostic tests for planning instruction; purchase necessary materials; identify who will act as the DPA on-site coordinator and liaison; and encourage cooperative planning and exchange among teachers.

Costs Start-up costs for curriculum and testing materials are about $7 per pupil or $200 per classroom or resource teacher. Maintenance costs are usually less than $2 per pupil.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Follow-up services are available to adopters (all expenses must be paid).

Contact ***Matthew Scaffa, Director, or Janet Castellano, Project Coordinator; Community School District #31; 211 Daniel Low Terr.; Staten Island, NY 10301. (718) 447-3300, ext. 36, 37, 38.***

Developmental Funding: USOE ESEA Title I

JDRP No. 74-68 (9/18/74)
Recertified (11/84)

FIRST LEVEL MATHEMATICS (KINDERMATH). A program teaching the fundamentals of math to children.

Audience Approved by JDRP for children in their first year of mathematics instruction, kindergarten or first grade.

Description The program is diagnostic/prescriptive in nature, providing a sequential curriculum for individual developmental growth. The ninety lesson curriculum consists of the following nine components; same and different patterns; sets zero to five; shapes; sets six to ten; numerals six to ten; signs; and addition/subtraction. Key elements of the program are developmental hierarchies, mixed instructional modes; and low child-teacher ratio.

The program has been designed to be used by both regular and special education teachers. Because it is available in Spanish, it is also appropriate for use in bilingual and ESL programs.

As a result of participation in the program, children in their first year of mathematics instruction demonstrated statistically significant growth in knowledge of mathematics relative to national norms, as measured by CIRCUS Level A and B.

Requirements Program may be implemented in an individual classroom, a single school, or a district. Teachers wishing to implement the program and management system should attend a training workshop, which is most often held at district or regional sites. Administrators and paraprofessionals are also encouraged to attend training sessions.

Costs One KINDERMATH kit is required per classroom. Cost per teacher is $50 and includes a kit and training manual. Software for the program (if desired) is available at a cost of $275 for the 10 disk set.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff is available to attend out-of-state awareness meetings. Training is available at project site or adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *Ms. Mary Alice Felleisen; 38 North Waterloo Road, Devon, PA 19333, (215) 688-7993.*

Developmental Funding: PRIMAK Educational Foundation JDRP No. 84-1 1/24/84

HOSTS Math: HELP ONE STUDENT TO SUCCEED. A diagnostic/prescriptive/tutorial approach designed for students with remediation needs in the mathematical skills of concept development, computation and application.

Audience Approved by JDRP for math instruction in grades 2-6. It has also been used in other settings with kindergarten, first-grade and junior high students.

Description HOSTS Math is a mastery learning model; however, HOSTS Math's flexibility allows it to be used in a regular classroom as well as in a compensatory setting. Students are carefully placed in a precise sequence of math skills and progress from one skill to the next as mastery is demonstrated. Teachers are provided lesson plans which emphasize the manipulative, representational, symbolic approach to learning. Small group and/or one-to-one tutoring is used to remediate the deficiencies identified by the teacher. Assessment, record keeping, and review of materials are integral parts of the program available in paper and/or computerized format. HOSTS Math has been designated as a LIGHTHOUSE PROJECT by the USDE for its use of computer technology in improving student performance.

A computerized version of HOSTS Math is available.

There is also a HOSTS reading program.

Requirements Teachers participate in three days of inservice training. Aides and tutors are subsequently trained by teachers. No special facilities or staff are needed. The required implementation materials include Teacher Guide, Record Forms, Lesson Plans, the Math Objectives Continuum, Student Worksheets, Criterion Tests, and Answer Sheets for each classroom or resource room. The district must be willing to serve as a demonstration site.

Costs Start-up cost per school is approximately $6,000-$7,800. Second year costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at the project site. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site or at adopter site. Implementation and follow-up services are available to adopters (all costs to be negotiated).

Contact ***William E. Gibbons, Executive Director; HOSTS Foundation, 605 N. Divine Road, Vancouver, WA 98661. (206) 694-1790.***

Developmental Funding: USOE ESEA IV-C, private

JDRP No 82-8 (4/9/82)

INDIVIDUALIZED PRESCRIPTIVE ARITHMETIC SKILLS SYSTEM (IPASS). A computerized criterion-referenced testing and instructional program in basic mathematical skills utilizing microcomputers.

Audience Approved by JDRP as a supplementary mathematics program for grades 5 and 6. Developed as, and is an ongoing Chapter I program.

Description IPASS was designed to increase the achievement of intermediate grade students in mathematics through the use of advanced technology in the form of microcomputers. IPASS employs microcomputers and specially designed software as an integral part of both instruction and the management of student progress in a compensatory education setting. IPASS is an efficient and highly cost-effective project.

IPASS includes locally developed criterion-referenced tests, instructional and management software, cross-referenced tests, cross-referenced instructional resource file, and guides for teachers and students. IPASS objectives can be used to supplement most mathematics curricula without modification.

IPASS is designed as a "pull-out" program in which the student receives two 30-minute sessions per week. IPASS can be adapted to a classroom or laboratory setting. A teacher or aide using two microcomputers can serve up to 40 students per week. Locally developed instructional materials can be integrated into the remediation process. IPASS is available for R/S TRS-80 models I/III and IV, R/S Color disk (32K) Apple IIe. Cassette version no longer available. Adopted in more than 80 school districts in 17 states. Original funding Chapter I. Evaluation data is available upon request.

Requirements A TRS-80 or Apple IIe microcomputer and printer must be available. A training program is required for school personnel implementing the program. No prior experience with computers is necessary.

Costs A fee of $250 is charged for the IPASS software, including computer programs, criterion-referenced tests, student profile sheets, instructional resource file, and procedure guides for teachers and students. One copy of these materials is included and permission is given to reproduce any and all of these materials and programs in quantities necessary for the adopting school district.

Services Demo diskette for Model III, IV and color Apple IIe available $20. Awareness materials available at no cost. Visitors are welcome at any time by appointment. Project IPASS staff members are available to explain and demonstrate IPASS both at in-state and out-of-state awareness meetings (cost to be negotiated). Training is conducted at the project site and is also available at an adopter site (cost to be negotiated). Implementation and follow-up services are available (costs to be negotiated). Telephone hot-line is available to adopter districts at any time during normal hours.

Contact ***Robert R. Reynolds, Director; Project IPASS; Pawtucket School Department; Park Place; Pawtucket, RI 02860. (401) 728-2120.***

Developmental Funding: USOE ESEA Title I

JDRP No. 82-15 (5/12/82)

M2C: MATH MOTIVATIONAL CENTERS. A pull-out program that provides intensive remedial instruction.

Audience Approved by JDRP for students in grade 9.

Description In each Math Center, which is set up to operate separately from the math classrooms, are located state-of-the-art materials for instruction in basic math skills. The M2C instructional management system provides for diagnosis, through criterion-referenced pretests, of each student's strengths and weaknesses in specific skills. Prescriptions guide the teacher and students to appropriate learning materials which are available in several modes. The management system has been designed to increase actual time on task to the maximum possible in each class period. Mastery of each instructional unit is measured by criterion-referenced posttests. A simplified recordkeeping system is used to document each student's progress through his or her own curriculum path. The component skills of mathematics have been tagged with 239 separate learning tasks and a series of matched math action applications. Each student has a folder in which all of the numbered tasks and applications appropriate to the level of study are listed with check-off boxes. As the student completes a unit, and passes the test that goes with it, the progress can be recorded on the folder to allow the student to identify the exact skills mastered and the progress being registered. The units also include a concordance of textbooks, workbooks and coded materials for study to master the indexed skills. The materials are cross-referenced to levels, lesson number and page number for each skill.

Each Math Center is under the direction of an instructor who works with the students and reports their progress to the regular math teacher. Skill diagnosis and determination of individual needs are first determined by the regular math class teacher. Computer-assisted instruction is also a part of the center. The terminals are not only important in providing motivation for the student, they also provide the opportunity to become literate in the use of computers, a skill becoming more and more essential in the modern world. Parents are involved as both tutors and learners at the Math Centers. The program is currently expanding the opportunities for participation in the Centers. Students are able to drop in as their schedule permits to work on their own and work with fellow students in peer tutoring.

Requirements Center can be established per teachers' manual directions; however, site visitations and workshop recommended.

Costs Estimated cost to implement a Center other than computer hardware is $500 per Center, which includes teacher's manual, computer software, and training. (This does not include travel to training site). Please note, M2C Center can be established without the computer component. (See description.)

Services Visitors welcome at project site by appointment. Training will be given at workshops. Time and place for workshops will be sent upon request. Brochures are also available upon request.

Contact *Carolyn Rosenfield and Raymond Senes; 105 Main Street; Norwalk, CT 06852. (203) 847-0481. Ext. 266 and 258.*

Developmental Funding: JDRP No.83-24 (3/14/83)

MICRO/MATH. A mathematics program that applies problem solving and programming skills in a proven instructional curriculum and integrates the computer into the classroom with career units.

Audience Approved by JDRP for students, grades 7, 8 general math, and computer literacy (adaptable for career ed, basic programming and the 6th grade.

Description MICRO/MATH is a mathematics/technology project which integrates three critical needs of mathematics education into a cost effective supplementary curriculum:

1) the need to teach students how to solve problems,
2) the need for students to apply computational skills,
3) the need to be aware of the use of computers and mathematics in jobs.

The curriculum parallels the traditional mathematics classroom program. Students use worksheets with and without microcomputers for 35 to 40 lessons for 1/5 of the math time. The project teaches them:

*to improve problem solving and logical thinking skills: rounding, estimating, processing information from graphs, tables, charts, diagrams, and solving mathematics word problems related to careers.
*to effectively apply computational skills-decimals, fractions, and percentages.
*to apply programming skills to job-related problems.
*to use computers with confidence and skill.

The project does not require restructuring of the school curriculum nor additional personnel. It draws upon many modes of instruction: cooperative, individual, and total class.

An independent evaluation showed that students who spent one-fifth of their math time in the project experienced significantly more growth on the Comprehensive Test of Basic Skills (CTBS) and the MICRO MATH Criterion-Referenced Test (CRT).

Requirements Adopting teachers need project materials and one or two days of training, depending on programming skills. Students need lessons, activities, and access to a computer for about 15 hours during the year. An adoption means adopting the key elements of the program's training, materials, implementation, and evaluation to classroom sites.

Costs A cost of $80 (per classroom) covers the training packet that includes a binder with over 100 worksheets, transparency masters, problem-solving activities, management plan, testing instruments and student workbooks. Training is conducted at the project or adopter site (costs to be negotiated).

Services Awareness materials are available. Visitors are welcome at demonstration sites by appointment. Project staff is available to attend out-of-state awareness and training sessions (costs to be negotiated). Implementation and follow up activities are available for adopter.

Contact *Judy Brown, Project Director, Education and Technology Foundation; Far West Laboratory, 1855 Folsom Street, Room 544; San Francisco, CA 94103, (415) 626-3070.*

Developmental Funding: JDRP No. 83-31 (3/17/83)

STAMM: Systematic Teaching and Measuring Mathematics. A complete mathematics curriculum that provides continuous progress in mathematics for students in grades 2 through 8.

Audience Approved by JDRP for students of all abilities, grades 2-8. The program has also been used in other settings grades K-1 and 9-12 (Algebra I-Trigonometry).

Description The major objective of the program is to provide continuous progress in mathematics for the entire school experience of all students.

The STAMM program represents a complete system that can be adopted or adapted by other districts. A framework of objectives and assessment by criterion-referenced tests are basic to STAMM. Careful monitoring of student progress, measurement of mathematics competencies, and alternative courses are featured. The program may be used successfully in many different classroom situations, including small-group instruction, large-group instruction, individualized instruction, team teaching, and math labs. Resource material is provided for each objective; textbooks, manipulative materials, and teacher-made resources may be incorporated as well. Since STAMM is based on continuous progress, it is important for a school using STAMM to keep complete records on each student and to test each student's progress frequently. This enables a teacher, in the fall, to continue a student from where he/she left off in the spring. A teacher with one grade level of students may need to be familiar with more than one level of the program to accommodate continuous progress.

The basic skills continuum for grades 2-8 is covered in levels A, B, C, D, E, F, GE, G, and H. Special materials are packaged for Chapter I (formerly Title I), gifted/talented, and special education. Related Vocational Math workbooks for the areas of Electronics, Electro-mechanics, Construction, Food Service, Auto Mechanics, Metals, Health Occupations and Auto Body courses are available. LOGO software for selected geometry objectives in grades 4-6 are now available for teachers who wish to utilize computers in instruction.

Over 70% of the students tested (grades 2, 3, 5, 6, 7 and 8) scored above the national norm on the Comprehensive Test of Basic Skills. This achievement has been consistent from 1973 through 1984. Prior to implementation, roughly half the students scored above the national norm.

Requirements STAMM guides, tests, and workbooks may be used by a single teacher or an entire school system. The more levels involved in implementation, the greater the gains from the continuous-progress aspect of STAMM. A two-day training session prior to implementation is recommended. Weekly or monthly meetings are recommended for the local staff. STAMM does not dictate teaching style and may be used in any classroom setting. Textbooks may be used as an integral part of the program, but experience advises that they be supplemented with teacher-made or STAMM resource materials.

Costs STAMM teachers' manuals, $20 each. Each teacher needs one manual for each level or course taught. Test books and workbooks: $3.25 each for single copies, $3 each for 11-100 copies, and $2.75 each for 101-250 copies, $2.25 each for 251-500 copies, and $2 each for more than 500 copies.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training conducted at project site on request. Training is primarily available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Sherry Stumbaugh, STAMM Project Director; Jefferson County Schools; 1005 Wadsworth Boulevard; Lakewood, CO 80215. (303) 231-2381.***

Developmental Funding: USOE ESEA Title III

JDRP No. 76-87 (6/23/76)
Recertified (12/84)

SUCCESS UNDERSTANDING MATHEMATICS (SUM) formerly Title I Compensatory Mathematics Program. A comprehensive mathematics program which uses concrete objects and questioning techniques to develop understanding.

Audience Approved by JDRP for grades 2-6. The program also has components in use with grade 1.

Description The program was designed to increase the level of mathematics achievement of children who were achieving below the level expected. The project materials and teaching techniques are appropriate, however, with students of all ability levels. Direct instruction is emphasized to facilitate student interaction in their development of concepts. Teaching strategies described in project manuals are based on Jean Piaget's research about the way children learn mathematics, specifically elementary school children's difficulty with abstract thought and their consequent need for concrete materials. Teachers guide students to develop mathematics concepts as students move objects to solve problems. Computational algorithms are developed through objects to solve problems. Drill follows but does not precede understanding.

Some unique characteristics of Success Understanding Mathematics include: (1) Program materials can be used with any commercial text. (2) Planning for instruction is matched to student needs. (3) Objectives for mathematical skills include a problem-solving strand. (4) Criterion-referenced tests for the objectives and recordkeeping materials are available. (5) Parent involvement and an on-going inservice program provide support for teachers.

Chapter 1 students have made proven advances measured by the mathematics batteries of the Metropolitan Achievement Test and the Iowa Test of Basic Skills. Mean Annual gains scores have ranged from 6.6 NCE's (Normal Curve Equivalency) to 13.0 NCE's.

Requirements The program may be implemented by a teacher, school, supplementary program, or an entire district. Adopters will be invited to visit a demonstration site, to name a local project coordinator/contact person, to provide release time for teachers and administrators to participate in 2 days of pre-service training, to ensure that the key elements including the teaching strategies and on-going inservice will be implemented, to evaluate student achievement, and to provide information about the adoption.

Costs Costs per adopting teacher include $41.50 for initial purchase of project publications and $285 for the non-recurring purchase of commercial teaching supplies, many of which may already be available in the adopting district. Funds to purchase norm-referenced tests and release time for teachers to attend inservice meetings should also be budgeted.

Services Awareness materials are available at no cost. Project publications are furnished to adopters at no cost. Visitors are welcome anytime by appointment at the project site. Project staff are available to attend awareness meetings. Training is available at project site or adopter site. (Costs to be negotiated.) Two days pre-service training is required. Two days implementation training scheduled two to four months later and a one day on-site follow-up visit at year end are strongly recommended. (Costs to be negotiated.)

Contact ***Kathleen Bullington, Project Director; Success Understanding Mathematics, Des Moines Public Schools; Rm 113, 2430 East University, Des Moines, IA 50317. (515) 265-4554.***

Developmental Funding: USOE ESEA Title I

JDRP No. 80-55 (2/11/81)

TEAM ASSISTED INDIVIDUALIZATION: MATHEMATICS

Audience Approved by the JDRP for grades 3-6.

Description Team Assisted Individualization (TAI) is a mathematics instruction program that combines cooperative learning and individualized instruction to solve motivational, managerial, and direct instructional deficits of previous individualized models. Students work in 4-5 member heterogeneous learning teams on individualized materials. Student checking and management frees the teacher to provide direct instruction to homogenous subgroups.

TAI is appropriate for any grade 3-6 classroom, but is especially appropriate in heterogeneous classes, such as ones containing mainstreamed or gifted students, classes in schools that do not use tracking, and so on.

In five field experiments involving random assignment of classes to TAI or control treatments, differences between TAI and control classes in grade equivalent gains on the Comprehensive Test of Basic Skills Mathematics Computations scale had a median ratio of more than two to one.

Requirements TAI does not require aides or special personnel of any kind. Training of teachers can be accomplished in a single day. Materials provided include non-consumable student books, test books, test answer books, teacher's manual (including concept lesson guides), homework, and facts tests. These materials replace traditional textbooks.

Costs Cost per student (N=30) is $12.00 with a recurring cost of about $2.00. Costs include training and non-consumable curriculum materials.

Services Awareness materials are available at no cost. Visitors are welcome at Project site by appointment. Project staff are available for awareness meetings (cost to be negotiated).

Contact ***Barbara Bennett, Dissemination Coordinator, Center for Social Organization of Schools, Johns Hopkins University, 3505 N. Charles St., Baltimore, MD 21218. (301) 338-8249.***

Developmental Funding: NIE, OSE

JDRP No. 84-5 3/23/84

TITLE I MATHEMATICS COMPUTER ASSISTED INSTRUCTION (CAI). A diagnostic/prescriptive pull-out mathematics program with students receiving 10 minutes of daily concentrated drill on CAI.

Audience Approved by JDRP as a mathematics program for Title I students in grades 3-6.

Description Lafayette Parish had an effective diagnostic-prescriptive mathematics ESEA Title I pull-out program. In order to increase growth in mathematics, computer-assisted instruction was added to an already effective math program. The program is operated with close coordination of math-lab instruction and daily CAI drill. The CAI program adjusts instructions to the level of the students and provides immediate feedback to the student. The CAI program provides daily, weekly, and monthly descriptions of progress and areas of difficulty which the classroom teacher can use to correct specific conceptual misunderstandings. Classroom instruction is imperative in providing conceptual understanding and remediation. Daily CAI drill provides the practice which Title I students especially need. This particular program was operated with 40 minutes a day of mathematics laboratory time and 10 minutes of CAI. The particular program was devised by Computer Curriculum Corporation of Palo Alto, California.

The addition of CAI instruction produces significantly superior achievement when compared to standard mathematics laboratory instruction.

Requirements Math Lab-CAI can be adopted to supplement any regular program if 200 students are enrolled. Two to three days of inservice training are necessary. The project used Computer Curriculum Corporation Programs from Palo Alto, California. Correlation between your project and CAI must be established.

Costs In addition to your regular program, the added dimension of Computer Assisted Instruction costs approximately $200 per student if at least 200 students are enrolled. As the number of students in the program increases the cost decreases proportionately. Since installation costs occur only in the first year courses or purposes, the number of students can be reduced.

Services Awareness materials are available. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (cost to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *Mr. Marion J. Cortez, Supervisor; Federally Supported Programs; Lafayette Parish School Board; P.O. Drawer 2158; Lafayette, LA 70502. (318) 232-2620, EXT. 307.*

Developmental Funding: USOE ESEA Title I

JDRP No. 82-46 (9/29/82)

PROJECT DPI. A diagnostic, prescriptive, individualized mathematics program.

Audience JDRP approved for students, grades 7-9.

Description The heart of the DPI curriculum consists of 23 "advancement tracks" or levels which encompass key learnings in arithmetic, pre-algebra, algebra, and geometry ranging in difficulty from grades 4-10. For each track—or continuum—a sequential set of about 15 study packets (daily lessons) is available. Results of a criterion-referenced pretest are the basis on which teachers diagnose each student's strengths and weaknesses to determine placement of that student in the appropriate study packet and track. Each packet—which concentrates on a single objective—contains practice exercises which are written in a multiple-choice format together with explicit instructions. After students complete four study packets, a checkpoint test is given. Successful students advance to the next packet or track, while unsuccessful students are retaught the skills just tested and then given an alternate checkpoint test.

Frequent, brief evaluation of progress occurs and, ideally, students spend one period a week in a math lab for classroom support activities.

Contact ***Roger W. Shickler, Project Director; Project DPI; Long Beach Unified School District; Franklin Junior High School; 540 Cerritos Ave.; Long Beach CA 90802. (213) 437-8212.***

Developmental Funding: Calif. Comp. Ed. (SCE) JDRP No. 80-20 (5/19/82)

"GO-METRIC": A Supplemental Low-Cost Metric Curriculum. A low-cost metric curriculum that supplements existing programs.

Audience Approved by JDRP for students of all abilities, grades 5-8.

Description The unique design of "Go Metric" provides interested metropolitan and rural school systems, as well as communities, with a model for incorporating metric education into existing instructional programs at minimal additional cost and with no additional personnel.

This innovative program includes an elementary and secondary curriculum for all pupils in the school population and identifies a range of teaching techniques involving the pupils in a variety of hands-on activities using metric equipment. Audio, visuals, and games are also utilized to accommodate the special needs of all students. To provide additional in-depth understanding of metrics, the inservice requires teachers to participate in the same metric exercises that are used in the classroom. The curriculum is arranged so that it does not intrude on an already crowded schedule but enhances metric instruction as teachers integrate it into appropriate instructional areas.

Upon request by school systems implementing the program, trained personnel are available to conduct a 15-hour inservice for school personnel. Content of this inservice includes background in metric measurement, orientation to the curriculum guides, use of metric equipment, and a plan for implementing the program within the regular curriculum.

Contact ***John E. Roller, Director; "Go Metric" Project; or Roger E. Kruse, Director of Federal Programs; Tulsa Public Schools; 3027 S. New Haven; P.O. Box 45208; Tulsa, OK 74145. (918) 743-3381.***

Development Funding: USOE ESEA Titles III and IV-C JDRP No. 78-195 (8/10/78)

MATHEMATICS ACHIEVEMENT PROGRAM (MAP). A pull-out remedial math program. Approved by JDRP for educationally disadvantaged children, grades 2-5.

Description To help students overcome difficulties in computation and geometry skills, eligible students are scheduled into learning centers and provided instruction through a diagnostic/prescriptive system. Scheduling students is a cooperative effort of the Chapter I teacher and the regular classroom teacher that insures daily instructional sessions without interruption of classroom math or supportive instructional electives, and no more than one interruption weekly of all other major subject areas. Classroom teachers provide Chapter I teachers with all classwork that will be missed by each student attending the learning center sessions. The Chapter I teacher incorporates pupil needs revealed in the classroom with needs diagnosed in the center to promote maximum learning transfer.

Using a composite analysis of several criterion-referenced achievement tests, an individual Math Profile is developed for each student. Behavioral objectives are used to formulate a prescription to meet the interests and needs of each pupil. The Cross-reference Guide supplies information on materials available in every center to be used in remediation of a stated skill. Each MAP Learning Center is staffed with a certified elementary teacher and aide who serve about 62 pupils. Thirty-minute instructional sessions are conducted in small groups; teacher-pupil ratio 6/1.

Contact *John W. Williams; Mathematics Achievement Program; Chester Upland School District; 18th and Melrose Avenue; Chester, PA 19013. (215) 447-3865.*

Developmental Funding: USOE ESEA Title I JDRP No. 82-39 (7/22/82)

McCORMICK COUNTY FOLLOW THROUGH: Mathemagenic Activities Program (MAP). Comprehensive education and intellectual development, emphasizing math, for economically deprived children in grades 1-3.

Audience Approved by JDRP as a comprehensive approach for teaching mathematics to all children in grades 1 and 3.

Description The program is based on the University of Georgia Mathemagenic Activities Program, which emphasizes learning in the context of classroom environments that stimulate cognitive growth through concrete activities and intellectual challenge for the children.

The desired classroom environment evolves from the following principles and processes: after determining each child's developmental level, the teacher creates learning activities based on what children already know which at the same time stretches and challenges them; intellectual growth occurs as children become actively involved in constructing concepts for themselves as they manipulate physical materials; independence is fostered as children have an opportunity to choose materials and subject matter that will meet their individual learning rates and styles. Small group activities facilitate physical, mental, and social development.

A variety of guides prepared by the University of Georgia is used to supplement and reinforce the state-adopted textbooks. Inservice training on teaching techniques and Piagetian assessment is conducted with guidance from the university sponsor.

Contact *Susanna McKellar, Project Director; McCormick County Follow Through Project; McCormick County Public Schools; P.O.Box 417; McCormick, SC 29835. (803) 465-2715.*

Developmental Funding: USOE Follow Through JDRP No. 80-51c (2/2/81)

PRE-ALGEBRA DEVELOPMENT CENTERS. A complete one-year program to develop basic conceptual/computational mathematics skills and prepare students for algebra.

Description The curriculum design develops students' basic computational and conceptual skills through five units of concentration: Ratios and Proportions, Fractions, Decimals, Percent, and Metric Measures.

The program's curriculum materials are based on mathematics principles, called Tools of the Trade, which provide a foundation for teaching all concepts and for further learning in mathematics. Tools of the Trade include: Ratios and Proportions, One—Its Name and Properties, Place Value, and the Additive and Subtractive Properties of Numbers. The program's original instructional approach involves mathematics laboratory instruction, regular classroom instruction, and individualized diagnosis and remediation (LCD technique) coupled with reading in mathematics.

Training covers math lab techniques, individualizing for math instruction, techniques for building a conceptual foundation for mastering basic mathematics skills, and use of the program materials. Key Elements: three-day intensive training, use of Pre-Algebra unit packs for instruction, use of the laboratory classroom diagnosis and remediation technique (LCD), use of Tools of the Trade for instruction, evaluation of the program's effectiveness.

Contact ***Dorothy Strong; Pre-Algebra Development Centers; 1819 West Pershing Road 6 C (SE), Chicago, IL 60609. (312) 890-7945.***

Developmental Funding: USOE ESEA TITLE III JDRP NO. 75-33 (5/13/75)

POCATELLO FOLLOW THROUGH: Mathemagenic Activities Program (MAP). A comprehensive educational and intellectual model for developing cognitive and problem-solving skills.

Audience Approved by JDRP for grades 1 and 3.

Description The Pocatello Follow Through program is based on the University of Georgia Mathemagenic Activities Program, which emphasizes mathematics in the context of classroom environments that stimulate intellectual growth through concrete activities and intellectual challenge for the children. The desired classroom environment evolves from these principles and processes: learning activities must be based on what children already know and at the same time stretch and challenge them, so the teacher must assess each child's developmental level. Intellectual growth occurs only through active involvement, so manipulation of objects is called for; independent activity is necessary for learning, so children must exercise choice, and to experience such self-regulation, select activities and work independently. A combination of structured and non-structured individual and small group activities facilitate physical, mental and social development. Teachers use a variety of guides prepared by the University of Georgia to supplement and reinforce the state-adopted textbooks. Inservice training on teaching techniques and Piagetian assessment is conducted with guidance from the university sponsor. Medical and dental health, nutrition, psychological and social services, and parent involvement are other essential elements of the University of Georgia model.

Contact ***Petrea Goold, Director; Pocatello Follow Through Project; Pocatello School District No. 25; 3115 Poleline Rd.; P.O.Box 1390; Pocatello, ID 83201. (208) 232-3563, ext. 269.***

Developmental Funding: USOE Follow Through JDRP No. 80-51a (2/2/81)

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**Projects currently funded by the NDN*

BASIC: Basic Adaptable Skills for the Individual Child. Offers training in the Primary Education Program (PEP). The PEP program is a highly structured, sequential, and individualized curriculum in readiness, mathematics and reading.

Audience Project BASIC has been approved by JDRP for kindergarten through fourth grade. The PEP curriculum has been adopted successfully by public and private day care facilities, nursery schools, preschool and elementary handicapped programs, kindergartens and first grades.

Description The Primary Education Project (PEP) was designed for children from preschool through the early primary grades. PEP, an individually prescribed program, is based on the concept that cognitive development proceeds in an essentially hierarchical fashion; certain abilities appear earlier than others, and early appearing abilities comprise building blocks or pre-requisites for acquiring more complex abilities.

The objectives of the PEP program are met by using a combination of structured curricula and informal child selected activities. The structured curricula include components in quantification, classification, visual motor, auditory motor, general motor and letters and numerals. Each component emphasizes student self-management skills, positive reinforcement, continuous pupil progress, accurate and well-defined recordkeeping, and parent involvement. The curriculum is characterized by five critical elements; structured curricula for each content area comprised of a series of behavioral objectives arranged in a hierarchical order by unit and level; an assessment system of criterion-referenced tests matched to curriculum objectives; a management system designed to provide individual prescriptions and learning experiences; individualized instructional materials and teacher-constructed materials; and a monitoring and recordkeeping system depicting the location and mastery level of every student in each area.

The structured curricula just described are complemented by learning experiences in which children are encouraged to integrate and further develop their cognitive skills by engaging in self-selected and self-defined activities, and by interacting with peers in the course of learning tasks. The activities required to keep an individualized classroom running smoothly are termed management skills and are an integral part of BASIC's PEP program.

Requirements The decision to replicate any part of BASIC should be jointly shared by administrators, teachers and parents. Teachers are trained in implementation and monitoring. The Resource Center assists with preservice training and inservice training and provides continued assistance for the first two years. Special emphasis is placed on the individual school's management needs and evaluation.

Costs Cost of replication varies with school size, degree of implementation and equipment already available. The cost for all components of the PEP curriculum will be between $800 and $1000. Minimal replacement costs would be expected in the following years, usually not exceeding $100.

Services Awareness materials are available at no cost. A slide-tape and video tapes are available on loan. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided either at the project site or at the adopter site. Follow-up assistance is available to adopters for one year.

Contact ***Kathleen Haug, Resource Center Coordinator; Sibley School; Montevideo, Minnesota 56265. (612) 269-6471.***

Developmental Funding: ESEA Title I

JDRP No. 74-124 (12/16/74)

PROJECT CATCH-UP. A diagnostic/prescriptive program in reading and/or math.

Audience Approved by JDRP for students in the lowest quartile in reading or math, grades 1-6. This program has been used successfully with students at other achievement levels and in grades K-12.

Description Project Catch-Up is a laboratory program of continuous diagnosis and pinpoints teaching in reading and/or math skills for underachieving children that can be adapted into any existing reading or math program.

Classroom and laboratory teachers work closely to identify program participants and formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom.

Laboratory teachers identify individual needs by means of continuous diagnostic testing. They then select materials and methods from a wide variety of high-interest resources available in the laboratory to meet the child's needs. Children spend an average of one-half hour per day in the laboratory, in groups of one to four, working with the teacher on skill deficiencies. The program is designed in such a way that each child experiences success and moves toward the acquisition of more difficult skills armed with increased confidence.

A list of recommended instructional materials and equipment, selected by project teachers, is available. Results can be achieved with limited resources if a diagnostic prescriptive method is used in a success-oriented environment.

With a few well-developed techniques, teachers have made participating children feel that the lab is "their lab" to such a degree that it has become necessary to have guest days to satisfy the desire of other children to participate even in a small way in the laboratory. Project Catch-Up's special events for parents consistently draw more parents than any other school function.

Achievement: Students have on the average at least doubled their rate of growth in math and reading skills as measured by the CTBS and THE CAT.

Requirements A school district interested in adopting or adapting Project Catch-Up should be able to: provide a laboratory-type setting of any size (we started in a closet, but at present have a classroom); administer diagnostic tests to participating children; provide professional instruction to meet diagnosed needs; and use high-interest materials insofar as they are available. The project can be adopted by a grade level or a school, and it can offer instruction in reading, math or both.

Costs The Starter Kits are $12. Diagnostic test budget, $.50 per student for math (commercially published); $.92 per student for reading (commercially published). Recommended: $100 to $400 for basic instructional materials, math and reading—non consumable. Optimum: $1,500 per site to enrich instructional materials selection.

Services Awareness materials are available at no cost. Visitors are welcome at project site on Fridays. Project staff are available to attend out-of-state awareness meetings. Training is available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Fay Harbison; Project Catch-Up; P.O. Box 2506; Newport Beach, CA 92663. (714) 548-4240.***

Developmental Funding: ESEA Title I

JDRP No. 34 (4/4/73)
Recertified (10/84)

PROJECT CLIMB (Coordinated Learning Integration—Middlesex Basics). A program for excellence in basic skills in reading and mathematics.

Audience JDRP approved for students of all ability levels K-12.

Description Project CLIMB, a diagnostic/prescriptive approach in the acquisition of mathematics and reading skills, provides a management design for coordinating and integrating classroom and support personnel using existing instructional materials.

A teacher-developed and teacher-tested curriculum component which:

*Identifies reading and mathematics basic skills for grades K-12 in the form of skills arrays.
*Provides an evaluation system in the form of criterion referenced tests for each basic skill identified.
*Provides a recordkeeping system that monitors student progress through Grades K-12.

The training component includes methods for:

*Utilization of the curriculum components.
*Identification and correlation of adopting district's curriculum materials to CLIMB skills arrays.
*Administrative tactics for coordinating classroom instruction with support personnel.
*Classroom implementation.
*Incorporating basic skills into content areas.

Requirements Teachers and administrators participate in a two day training for effective utilization for CLIMB curriculum and management design. A follow-up training session is recommended. Teachers must be supplied with the CLIMB curriculum materials. The program can be adopted in either reading and/or mathematics at any or all grade levels.

Costs Start up costs are approximately $100/teacher for curriculum materials and supplies, including skills arrays, criterion-referenced tests on two grade levels, student recordkeeping folders, class profile sheet and training manual. Maintenance costs are minimal. Training costs are negotiable.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site or adopter site. Implementation and follow-up services are available to adopters. All costs are negotiable.

Contact ***Barbara Brenner, Director; Project CLIMB; Middlesex Public Schools; Administration Offices; Kennedy Drive; Middlesex, New Jersey 08846. (201) 968-4494.***

Developmental Funding: NJ TEEA R&D, USOE ESEA Title IV-C

JDRP No. 81-44 (1/28/82)
Recertified (9/85)

PROJECT COAST: Cognitively Oriented Approach to Skills Teaching. A cognitively oriented program for mathematics, language development/writing, and the application of skills through the use of learning centers.

Audience Approved by JDRP for students of all abilities and socioeconomic backgrounds in grades K-3.

Description The goals of Project COAST are growth in mathematics and communication skills through strategies that develop related concepts and provide opportunities for the application of skills. There are three program components: mathematics, language development/writing, and learning centers. A management system for small-group math instruction and the use of relevant manipulative instructional materials support a more individualized approach to concept and skill development. The understanding of mathematical concepts forms the "cubbyholes" within which skills are stored for easier retrieval.

Active units of study for various types of literature form the cognitive framework for expanding skills in oral and written communication. The resulting understanding allays the students' fears of not having "anything to write about." This process utilizes the language experience approach and naturally integrates all of the language arts (speaking, listening, writing, and reading) in a purposeful way. Communications and mathematics skills checklists based on Florida Minimum Performance Standards are available to aid the teacher in documenting student achievement.

Learning centers in the classroom allow children to make choices and work independently as they apply basic skills, solve problems, and make decisions. A well-planned and time-tested management system for centers provides the parameters within which the students are given the motivation and opportunity to be thoroughly involved in their own learning. The teacher's interactions and observations during this segment provide the basis for more appropriate direct instruction.

Requirements Several combinations of program components and training options will be made available in order to meet the specific needs, characteristics, and resources of each site. The adopting district must provide a facilitator (curriculum coordinator or administrative staff member) for an average of one hour per classroom per week to assist in the implementation and evaluation of the COAST program. The program can be adopted by as few as one district facilitator and two classroom teachers.

Costs The adopting district will allocate or secure funds to provide for (1) a part-time district facilitator for local implementation/evaluation, (2) the COAST consultant's travel expenses and per diem, and (3) time, space, and materials for program staff inservice workshops. COAST curriculum materials cost approximately $33 per classroom. Other needed materials are either teacher-made or are those typically found in elementary classrooms.

Services Awareness materials are available at no cost. Demonstration classrooms may be visited upon adoption. Project staff are available to attend awareness meetings (costs to be negotiated). Needs assessment, training, and follow-up services for classroom teachers and administrators are provided at adopter sites (costs to be negotiated).

Contact *Mary F. Hancock, Director; Project COAST; or David Bidwell, Director; Panhandle Area Education Cooperative (PAEC); 411 West Blvd. S; Chipley, FL 32428. (904) 638-4131.*

Developmental Funding: USOE Follow Through

JDRP No. 77-123c (2/4/81)

COMPUTER-ASSISTED-DIAGNOSTIC-PRESCRIPTIVE PROGRAM (CADPP) in Reading and Mathematics. A computer-managed program, utilized to generate personalized educational plans (prescriptions) for a diagnostic/prescriptive approach in Reading and Mathematics instruction.

Audience Approved by JDRP as a reading program for grades 3-9 and as a Mathematics program for grades 3-7.

Description The CADPP is a data-based management system which allows a user to load: 1) learning characteristics of individual students, to include age, instructional level and identified learning modality, if applicable; and 2) skill-oriented characteristics of available instructional materials, to include readability level, interest level, and modality utilized, into a computerized filing/retrieval system. Once these files are loaded, the CADPP cross-references these files to match similar student characteristics to material characteristics, and produces customized prescriptions (personalized educational plans) for each participating student, based upon the reinforcement skills requested by the instructor.

In addition to generating prescriptions, the CADPP tracks an individual child's yearly activities and can produce cumulative reports for: skills instructed and skills mastered, with date of mastery; and total listings of all instructional materials utilized during the year, or a designated period of time.

Program effectiveness is documented by a month and a half gain per month of instruction, utilizing the SRA Achievement Series, the California Achievement Test, and the CADPP CRT Series. Sustained gains studies support retention of gains.

Requirements CADPP can be adopted by a single classroom, school, district, or consortium. Adopters must have access to one of the following computers; Commodore Pet or 64; Apple II plus or IIe; Franklin; and/or TRS 80 Model III or IV. In addition, the program requires 2 disk drives and a printer for operation.

Costs A fee of $500 is charged for the CADPP software, which can be copied within the adopting district. Members of consortiums pay a $50 user's fee, and $500 is charged to the consortium. Updates and revisions are forwarded at no extra charge, and consultation from CADPP programs and/or administration is included in this cost. The CADPP Criterion-Referenced Tests (optional material) are available at $3 a booklet; CADPP Formative Test Manuals (optional material) are available for $10 a manual. Training manuals are $10 each.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Demonstration sites are also available for visitation by appointment. Project staff and certified trainers are available to attend out-of-state awareness meetings; conduct training either at adopter site, or developer/demonstration sites; and to provide follow-up services at adoption site and/or through written correspondence and telephone consultation. Costs are negotiated for services that require travel for CADPP staff.

Contact ***Debra J. Glowinski, Federal Programs Director; Office of Federal Programs, Buckingham County Schools; P.O. Box 292; Dillwyn, VA 23936. (804) 969-3111 or (804) 969-3112.***

Developmental Funding: USOE ESEA Title I

JDRP No. 79-15 (6/12/79)
Recertified (12/84)

COMPUTER UTILIZATION IN EDUCATION (CUE). A remedial reading and mathematics program utilizing microcomputers.

Audience Approved for educationally disadvantaged students in grades 3-8.

Description The overall goal of Project CUE is to increase achievement in reading and mathematics through use of the micro-computer as an integral part of the instructional and management processes, coordinating classroom instruction with Title I supplemental services. CUE is a sequentially organized, criterion-referenced reading and mathematics curriculum which can be adapted to incorporate both a state syllabus and local curriculum objectives. Criterion-referenced objectives are correlated with the skills continuum of commercially developed, computer-assisted, instructional programs and other commercial materials. The CUE curriculum includes assessment techniques which may be utilized for the purposes of student diagnosis, placement, and instructional management. The program is designated for a laboratory setting but may be used as an in-class program. Students are scheduled for five 30-minute sessions of remedial instruction per week. Time on the computer will vary depending upon student remedial area(s) and instructional needs. A student is scheduled to use the computer daily for approximately 15 minutes per session, 75 minutes weekly. The student spends remaining instructional time on reinforcement activities or on alternate, related instructional materials. One microcomputer can service 24 target students, based on a six hour day. Planning time is provided for the laboratory staff on a daily basis. Teachers, administrators, support staff, and CUE staff utilize the laboratory to access student records (criterion-test results and computer-managed instruction test results) to monitor and access student progress. These records can be viewed on a terminal or produced as a printout. Keeping the equipment in a laboratory setting allows flexibility in teacher-student scheduling and permits additional classroom coordination in the use and development of microcomputer instructional materials which correlates to the project-developed reading, mathematics, and computer awareness curricula. Using the Iowa Test of Basic Skills (Reading Comprehension and Total Math), gains of project students exceeded the expected gains based on comparisons with the norming sample. The percentage of students scoring below the 34.4 NCE on the Reading Comprehension subtest declines from year to year; 20% of the students achieve a posttest score at or above the 41.9 NCE and no longer need program intervention.

Requirements Project CUE may be implemented at the school or district level. Supervisory personnel, a certified reading teacher and a paraprofessional should participate in training activities. Attendance in a one or two-day workshop is essential to understand the CUE process, determine curricula needs, and gain in microcomputer skills. After program implementation, follow-up visits are made by demonstration staff.

Costs Installation costs vary greatly regarding equipment needs, commercial software purchased, and to what degree of implementation a district desires. As the number of students in the program increases, the cost decreases proportionately. One set of training manuals, materials, and on-site training is provided by the Project; adopters pay own travel and lodging expesnses.

Services Visitors are welcomed by appointment. Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays its own costs). Training is also conducted at adopter site (costs to be negotiated).

Contact *Carol Heiselman/Director, Christine Gilbert/Demonstrator; Project CUE; Central Square Central School District; Central Square Central School District; Main Street; Central Square, New York 13036. (315) 668-2611, Ext. 265.*

Developmental Funding:

JDRP No. 83-36 (3/28/83)

DEFICIENCY SKILLS LEARNING LAB. A learning lab designed to teach the basic skills of reading, language arts, and mathematics to low achieving junior and senior high school students.

Audience Approved by the JDRP for all students grade K-8.

Description The purpose of the learning lab is to provide students with effective instruction in order to master essential basic skills in reading, language arts, and mathematics. The skills will enable students not only to survive in the "real world" but also to learn advanced secondary subject matter. The program thus provides junior and secondary students, who are "at risk" for possible school failure and illiteracy, with a bridge to the future.

The educational significance of the program has been demonstrated by students using pre/post test results on the California Achievement Test and the Stanford Diagnostic Reading and Mathematics Tests. Gains made by the students over a five-year period have been greater than conventional standards for determining educational significance.

Requirements In order to adopt this program, a school must: (1) implement the diagnostic assessment, educational prescription and curriculum components; (2) commit necessary resources (i.e., staff and classroom space) to operate the program; and (3) support the philosophy of the program.

Costs Costs will vary depending on the adopter's expertise and curriculum components. Because enrollment in the program is substituted for regular classroom enrollments in reading, language arts and mathematics, no additional teachers need to be hired in order to operate the program. Costs (based on 150 students) include staff training ($500) and materials and consumables ($1,150), for a per student cost of $10.66.

Services On-site visits are welcome and project staff are available for inservice training (cost to be negotiated).

Contact *Mrs. Sandra R. Lay, Seneca High School of Oconee County, Seneca, South Carolina 29678. School District (803) 882-4619 or (803) 638-9691.*

Developmental Funding: Appalachian Regional Commission

JDRP No. 85-2 (2/26/85)

EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC). A program for high-risk first-grade students developing the perceptual, cognitive, and language skills they need to respond successfully to beginning reading instruction.

Audience Approved for identified high-risk first-grade students. It has been used in other settings with primary learning-disabled children and children whose prereading perceptual skills development shows limited beginning reading ability.

Description The project focuses on high-risk first-grade students by means of an individualized diagnostic curriculum. (High-risk children are those who have normal capacity to learn, but who begin first grade lacking prereading perceptual skills and exhibit poor concept and/or oral language development). Classrooms are established as primary learning laboratories, in which the environment, management, and materials facilitate small-group instruction and independent learning. Teachers receive special training in diagnostic teaching skills and in individualizing instruction.

Using results of criterion-referenced tests, the teacher prescribes for prereading perceptual needs. Self-correction, self-direction, reinforcement for learning, prereading skills development, and listening skills are all interwoven in an all-day first-grade program that includes small-group reading instruction. (For other children who lack independent reading ability, the criterion-referenced assessments provide the teacher with a means of identifying learning needs and styles).

Although primarily utilized as a full-time. self-contained unit, the program can be implemented on a resource or part-time basis. It is particularly successful with Chapter I type students.

Requirements Any experienced primary teacher can implement the program following training. Attendance at a three-day workshop is essential for adoption. A support-resource person (curriculum specialist, reading teacher/coordinator, psychologist) knowledgeable in the program should be available to advise and assist the teacher. A full-time paraprofessinal aide is required for full implementation. Any primary classroom can be used to create a student learning-centered environment. No special equipment is necessary.

Costs Project-developed Prereading Assessment test and various guides must be purchased from the project. Manuals and guides are costed per teacher. Some materials are per school/district usage. Utilization of Listening Lessons components demands purchase of multiple copies of paperback books and cassette tapes. Costs will vary from $100-$2,000; depending upon number of teachers who will implement program.

Services In-depth awareness materials are available at no charge. Visitors are welcome by appointment at project and at demonstration sites around the country. Awareness sessions are offered at potential adopter sites (honorarium and expenses must be paid). Materials may be purchased without adoption training. Technical assistance in preparing adoption/adaptation proposals is available at no cost.

Contact *Nathan Farber, Director; ECPC Program; 9240 S.W. 124 St.; Miami, FL 33176. (305) 251-5445.*

Developmental Funding: USOE ESEA Title III   JDRP No. 74-57 (5/23/74)

EAST LAS VEGAS FOLLOW THROUGH: A Direct Instruction Model. Reading, math, and language for bilingual, bicultural children in rural communities.

Audience Approved by JDRP for grades K-3.

Description The goal of the East Las Vegas Follow Through project is development of enthusiastic and successful students through use of a variety of basal reading and math series along with the highly structured DISTAR system for reading, math, and oral language. In each subject, teachers work with skill lists to anticipate where children should be at the end of each school year.

Independently and in small groups based on ability, children work 90 minutes daily on both oral and silent reading instruction and activities. Special correction procedures, frequent opportunities for student oral and written responses, and biweekly criterion-referenced testing and reporting are essential elements of the program.

Children with limited English-speaking ability are taught in their native language by teachers and aides using locally developed materials. Children are encouraged to take pride in their cultural heritage by learning the songs, games, foods, folk dances, and customs of northeastern New Mexico.

Follow Through students (grades 1-3) scored at or above the national median in math or reading (as measured by the Comprehensive Test of Basic Skills). This is higher than would be expected on the basis of pretest scores for this population.

Requirements The adopting district may choose to implement the program throughout the entire district, in one school, or in only one classroom. An adopter may start with one subject area only on the 1st level, i.e., Reading Level I followed by Reading Level II, Language Levels I and II, Arithmetic Levels I and II, or any combination of these. If adopting several subject areas, the services of an instructional aide would be required. Initial training is important and a later follow-up site visit is advisable.

Costs Initial one-time expenses: teacher presentation materials, approximately $200 per classroom per subject; Level II Readers, approximately $120 per classroom. Consumable student materials are approximately $7.50 per child. A wide variety of commercially available materials found in most classrooms is used.

Services A Follow Through Resource Center. Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training available at project or adopter site (costs to be negotiated).

Contact *Ann Costello, Director; East Las Vegas Follow Through; Las Vegas City Schools; 901 Douglas Ave.; Las Vegas, NM 87701. (505) 425-6784.*

Developmental Funding: USOE Follow Through

JDRP No. 80-50f (2/13/81)
Recertified: (3/85)

FLINT FOLLOW THROUGH. A Direct Instruction Model.

Audience Approved by JDRP for grades K-3. The project was developed for educationally and economically disadvantaged students.

Description In practice since 1969, educationally disadvantaged students have grown significantly in basic skills development as well as in their ability to more accurately perceive themselves as worthy, capable people.

Teaching materials are the highly structured, carefully sequenced, scripted lessons of READING MASTERY and DISTAR Language and Arithmetic. Each area is taught in daily 30-minute blocks. Increased achievement is attained by reciprocal teaching requiring a high degree of students time on task; multiple-response techniques to increase guided practice of new skills and prescribed procedures for evaluating students. Independent work activities review, reinforce and integrate the skills mastered in the directed lesson. Individual student progress is regularly monitored through criterion-referenced materials.

Students in the Direct Instruction program score significantly higher on achievement tests in reading, language, and mathematics than students from similar background not in the program. Results of the SRA Achievement Test show gains meeting or exceeding national norms in all areas.

A parent coordinator promotes an active parent involvement program.

Requirements Program components are correlated but may be adopted individually based on LEA needs. An adopter must agree to a two-year implementation, provide pre and post test data and purchase teacher and student materials.

Costs Costs are release time for staff development and materials. Teacher materials are a one-time purchase at $250 per curricular area. Consumable student materials are approximately $10 per student, per curricular area, per year.

Services A Follow Through Resource Center. Descriptive materials, on and off-site awareness sessions, staff development and bi-monthly consultant visits are available at no cost to the adopter.

Contact *Edward J. Hansberry, Director; Flint Follow Through; 923 E. Kearsley St.; Flint, MI 48502. (313) 762-1452.*

Developmental Funding: USDE Follow Through JDRP No. 77-122 (8/17/77)

GAMES CHILDREN PLAY—ATLANTA FOLLOW THROUGH/INTERDEPENDENT LEARNING MODEL. Uses instructional games and other self-management techniques for children to help them learn problem-solving skills and to reinforce basic skills.

Audience Approved by JDRP for grades K-3. This program can be used with grades 4-6.

Description The four major Interdependent Learning Model (ILM) developmental goals are independence, interdependence, positive self-concepts, and positive attitudes toward learning. Learning activities are designed to promote these goals and to reflect the culture and environment of the children. Classroom management, which includes room arrangement, grouping, scheduling, recordkeeping, evaluation, classroom rules, and team functioning, is one of the most important model processes used to accomplish these goals. Children work in small groups, independent of direct adult participation. Heterogeneous skill-level grouping is encouraged so that children learn from their peers. Children schedule the majority of their own work activities and record and evaluate the results of their own work.

The model combines principles of programmed instruction, cognitive-developmental, and group process theories. A variety of instructional game formats is used to implement these principles. The Transactional Instructional Games are Table Games, Conversation Games, and Street/Folk/Musical Games. Instructional content is "plugged in" to the games according to the children's needs and levels. The Integrated Skills Method of teaching reading is used to coordinate small-group reading instruction in the Direct Approach to Decoding, with the basal series used in individual schools. All instructional processes—instructional games, classroom management system, and reading program—help children to achieve the four major goals and enable teachers to be responsive to children's interests and learning styles.

Requirements Program may be implemented in a single class, grade level, or all grades. It is desirable for supervisory personnel to participate with teachers in the training. Training for math adoption requires three days, and for a reading adoption, five days. Implementation must be for at least one year.

Costs Approximate costs for math adoption per classroom: $83.00 (six manuals and classroom materials). Approximate costs for reading adoption per classroom: $103.00 (eight manuals and classroom material).

Services Awareness materials are available at no cost. Visitors are welcome by appointment for guided classroom visits at the project site. Training is available at the adopter site (travel and per diem costs to be negotiated), or at the project site (adopter pays only its own costs). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Stella S. Lewis, Director, Follow Through Program and Follow Through Resource Center; Atlanta Public Schools; 551 Houston Street, Northeast; Atlanta, GA 30312. (404) 681-7909.***

Developmental Funding: USOE Follow Through JDRP No. 77-121 (8/17/77)

GEMS: GOAL-BASED EDUCATIONAL MANAGEMENT SYSTEM. A goal-based educational management system developed to support diagnostic/prescriptive teaching for mastery learning.

Audience Approved by JDRP for grades K-6. This program has also been used with grades 7-12.

Description With GEMS, teachers can efficiently diagnose skills in reading and prescribe learning activities for mastering these skills. GEMS defines reading in terms of units of study (goal-units) for each grade level. The goal-units are divided into six strands—phonics, structure, vocabulary, comprehension, study skills, and affective reading. Pre- and posttests are provided for each goal-unit, and placement tests are provided for each strand to help teachers diagnose the appropriate instructional level for each student. Multiple strategies and materials to aid in teaching for mastery are identified and coded to the GEMS Reading System. A GEMS Book is provided for each level; these books are intended to be used by the teacher as a guide in implementing the program with students. Each book contains introductory information; goal-units, pre- and posttests, test keys; model strategies for each goal-unit; and an appendix of information and teacher resources.

GEMS reading incorporates three basic retrieval systems: paper and pencil, key sort cards, and computer. Retrieval systems are developed to monitor student progress and to aid teachers in grouping students in instructional sequences. Mastery tests are available to check for learning retention and competency relative to graduation requirements. GEMS makes it possible for teachers to pursue the goal of mastery learning by identifying and communicating to students what they are expected to learn, indicating the appropriate level for instruction, and accommodating a variety of teaching approaches to meet student needs. GEMS places accountability of student and teacher in proper perspective by helping teachers evaluate the quality of their own teaching as well as their students' performance. The staff development component of GEMS reading is designed to train teachers and administrators in the use of the management system for diagnostic/prescriptive teaching. Workshops include: the GEMS Book, Material Management, Procedural Guidelines, Reading Process, Directed Reading, Classroom Management, Testing and Retrieval.

Requirements GEMS can be implemented by a grade level, a reading department, a school, or a district. Twelve hours of staff training are required to begin the implementation process. At least one follow-up session is recommended. A GEMS teacher's manual is required for each teacher and administrator. Development of local leadership is emphasized.

Costs Costs are contingent upon group size, location, and levels implemented. Materials cost is $50 per teacher for a grade-level GEMS Book with tests and strategies. Maintenance costs can be absorbed within a regular school budget.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project director is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site or at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *Beverly Lloyd, GEMS Project Director; Jordan School District; 9361 S. 400 East; Sandy, UT 84070. (801) 566-1521.*

Developmental Funding: USOE Right to Read JDRP No. 79-2 (2/16/79)

I.M.P.A.C.T. (Improve Minimal Proficiencies by Activating Critical Thinking) A staff development project to infuse critical thinking skills into the basic skills curriculum, especially language arts and mathematics.

Audience Approved by the JDRP for seventh to ninth grade students in or near the normal intellectual range.

Description **Project IMPACT combines staff development and curriculum materials for the direct teaching of critical thinking while improving students' basic skills in language arts and mathematics. IMPACT's instructional approach has three essential components: (1) a universe of 22 critical thinking skills; (2) a model lesson format; (3) 10 teaching behaviors that activate student use of critical thinking.**

The training and materials model proven methods for integrating subject-matter content with such thinking skills as Comparing and Contrasting, Classifying, Ordering, Patterning, Identifying relevant and irrelevant information, Cause and Effect relationships, Predicting, and Logical reasoning. Program validation has shown that IMPACT students significantly ($p < .01$) outperform similar students in mathematics applications, reading comprehension, and critical thinking skills after only one semester in the program.

Teachers are trained to easily integrate the three key IMPACT components by using sixty model lessons in either language arts or mathematics. The lessons demonstrate both planning and instructional elements. The lesson design, based on the Hunter model, incorporates the *instructional elements* of Orientation, Direct instruction, Guided-practice, and Closure. The *planning elements* include the identification of thinking skills implicit in the standard curriculum, the prerequisite thinking skills, behavioral objectives, and materials and equipment.

During Level I training, experts demonstrate ten teaching behaviors that encourage and reinforce the thinking skills (e.g. cueing, probing, and reflecting with wait-time). Trainees receive supervised practice for lesson reinforcement and integration.

Requirements **Impact training occurs at two levels.** The project recommends that a district enroll a team of teachers and their site administrators in Level I training, an intensive 18-hour inservice that models the infusion of the IMPACT approach. Level II training, for which Level I is a prerequisite, is invitational. To become a District/Site Coordinator a Level I graduate must have taught 20 IMPACT lessons, filed a plan to implement IMPACT for 1 year, been appointed by the district, and been trained at a Level II seminar.

Costs *Level I* training (18 hours) is $200/person, $500/Team of two teachers and their site administrator plus $35/person for the Training Manual. The *Level II* seminar is invitational,at no cost to any district with 30 or more *Level I* graduates. The IMPACT kit (sold to trainees only) is $150 for language Arts handbook, Mathematics handbook, Universe of Critical Thinking Skills wallchart, HELP kits for student homework, and four filmstrips with audio tapes. Trainees can request price list for separate items. An awareness videotape (16 minutes) is available on loan at no charge.

Services Project IMPACT staff arranges technical assistance and in-district training on a *cost-recovery* basis.

Contact *S. Lee Winocur, Ph.D., National Director, Project IMPACT; Orange County Department of Education; P.O. Box 9050; Costa Mesa, CA 92628-9050. (714) 966-4375.*

Developmental Funding: JDRP No. 83-1 (3/8/83)

KENOSHA MODEL: Academic Improvement Through Language Experience. An individualized program to improve communication skills utilizing the language experience approach.

Audience Approved by JDRP for students grades K-2. This program has also been used in other settings with grades 3-10.

Description Public and nonpublic school classroom teachers refer low-achieving students to the Chapter I resource room for individual assessment. Following the educational assessment, the resource teacher selects those students with the greatest need. A Personalized Performance Plan is developed that considers the area of deficiency, the student's learning style and the instructional techniques to be followed in correcting the deficiency. The plan is flexible and can be modified as the needs of the student change. The language experience approach to instruction is utilized. Instruction follows the assumption that students can speak about that which they have experienced, write about that which they have spoken and read about that which they have written. Student authorship at all grade levels is requisite. At the parent project, a teacher and two aides serve each resource room. Instruction is individualized and takes place in small groups. This project serves approximately 1,200 students during the school year. Intensive inservice and parent participation are essential components of this program.

Target schools are established by low-income guidelines. Students served are selected from those scoring in the lowest three stanines on standardized tests. Kindergarten students are selected from those referred by classroom teachers.

The model has been proven to be effective for limited English proficient students as well as the Chapter One target population. The approach is also used successfully to supplement the standard text in many reading/language arts programs.

Requirements The staff must be committed to the language experience approach to instruction. The experience/talking/writing/reading format must be followed. Potential adopters are encouraged to send staff members to visit the program. A one day training session, conducted by the Kenosha Model staff, provides motivational and instructional techniques for implementing the program.

Costs The program uses existing staff. No additional materials are required.

Services Awareness materials are available. Visitors are welcome any time by appointment at project site and additional designated demonstration sites. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only own costs). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

Contact ***Tom Zuhlke, Program Director; Kenosha Unified School District; 3600-52nd St.; Kenosha, WI 53142 (414) 656-6378.***

Developmental Funding: USOE ESEA Title I

JDRP No. 78-184 (5/23/78)

MODEL CLASSROOMS' Computerized Classroom Management System (CLASS). A classroom management system that allows each student to work within the regular classroom at his or her individual math, reading and language achievement levels.

Audience Approved by JDRP for all students of all ability levels, grades 1-6. Software can also be used for secondary programs.

Description This Washington State program was developed by Urban Rural Racial Disadvantaged (URRD) funds to remedy the basic skills deficiencies of disadvantaged students. The classroom management system was subsequently refined for use by all students in regular classrooms. The program usually takes place in the morning and lasts until lunch. During this time, students work independently and in small groups on assignments keyed to their individual achievement levels. These assignments are determined in student-teacher conferences. Bicultural students can receive assignments in their native language if they prefer. This classroom management system teaches students how to become responsible for their own learning. They, with their teacher determine the rules and procedures to be followed in the classroom, and they perform the daily chores required to maintain an orderly work environment. Student progress is assessed weekly. Students have access to their personal progress records and are responsible for suggesting the direction of their program for the following week.

A training workshop is conducted either at the adopter site or at a regional workshop. During the workshop, participants learn to select and organize placement tests, cross-reference materials, design class profile sheets, and establish a student-managed classroom organizational plan.

Model Classrooms' Computerized Classroom Management System (CLASS) consists of three separate programs: a file initialization program which establishes a student record file, an assignments file, and a chapter objectives file; a student update program; and a report generator which prepares and prints student prescriptions, class profiles, and student summaries. The CLASS system is available for the Apple II and TRS-8O Models III and IV.

Requirements Workshop participants must supply the following materials and equipment: a textbook for any subject or 10 objectives and assignments for students. CLASS can be implemented in any classroom environment with an unlimited number of students.

Costs Cost for the training workshop is negotiable. All participants receive a comprehensive instructional manual on the application of CLASS in the classroom management setting. The disk with the three software programs is also included. No special materials are required when participants return to their classroom.

Services Awareness materials are available at no cost. Training is conducted at a regional site usually after school or on a Saturday. Implementation, software modification services, and follow-up are available to adopters.

Contact *Sherry Avena; Model Classrooms; 4095 173rd Place S.E.; Bellevue, WA 98008. (206) 746-0331.*

Developmental Funding:
Ed. Regional Research Prog., Voc. Rehab. Coop. Research Act, and State JDRP No. 78-170 (3/27/78)

OUTCOMES—DRIVEN DEVELOPMENTAL MODEL (ODDM) A program providing a systems approach to achieving excellence for all students.

Audience Approved by the JDRP for students in mathematics and reading programs, grades K-8.

Description The Outcomes-Driven Developmental Model (ODDM) program constitutes a systems approach to achieving excellence for all students. All facets of school operation must, therefore, under examination and systematic change, respond to the needs of students, and align with the mission of the organization—excellent student achievement. School districts replicating ODDM would follow the process used by Johnson City. Virtually all students, according to the research can achieve at high levels if appropriate conditions exist; therefore, excellence for all is a mission rather than a platitude.

The ODDM staff develops specific beliefs about learning rates and styles. The research states that the probability of high achievement is greatly increased if students have mastered the prerequisites for a given set of objectives. The importance of ensuring rather than guessing or assuming that students have mastered the prerequisites is a guiding belief about good instruction. The ODDM staff must come to believe that the emphasis should be on the prevention, rather than remediation of learning errors. These and many other beliefs, which are rooted in the research literature, provide vital bases for the program.

Requirements The project may be adopted by a single school district or by a federation of school districts. Adopters must commit to 6 phases of implementation. The first 3 phases emphasize training; the last 3 phases emphasize implementation. Adopters must be willing to examine all facets of school operation to enhance the overall effectiveness of the school or district. A leadership team is required: the principal of each building involved, an instructional leader from Central Office, at least 3 teachers, School Board representatives, and if a middle school is involved, instructional leaders from each of the major disciplines. Completion of the 6 phases requires from 12 to 24 months.

Costs Personnel training (a total of 15 days for the leadership team) $9,000; School Board training (for a 3-member team at Johnson City, $720 (plus transportation, room and board, etc.); equipment and materials $1,500; Technical Assistance (on-site by Project Staff), approximately $5,000. The total approximate cost for implementation (over a two-year period) $16,000.

Services Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff can attend out-of-state awareness meetings, cost to be arranged.

Contact *Dr. Frank Alessi; Johnson City School District, 666 Reynolds Road; Johnson City, N.Y. 13790; (607) 729-9211.*

Developmental Funding: Local; USOE

JDRP No. 85-7 (6/14/85)

PLATTSBURGH FOLLOW THROUGH PROGRAM. Reading, math, and language for children from low-income areas.

Audience Approved by JDRP for grades K-3.

Description The goals of the Plattsburgh Follow Through program are to prevent economically disadvantaged children from failing in reading and math and to promote development of their language skill. Initial and ongoing assessment, weekly meetings of the entire staff, periodic reviews of each child's reading and math programs, and staff development in Bank Street College of Education theories and practices are the means used to attain the program's goals.

Rather than being directed by their teacher, the children help shape their own activities. They work independently, in small groups, or singly with the teacher or aide on such projects as sand and block construction, art activities, cooking, dictation, journal writing, measurement, and science experiments. The classroom setting is tightly organized, giving children the opportunity to express themselves in words and actions and to work with each other.

Home visits, trips for parents and children, and participation by parents in the classroom are fundamental to the program. Parents are also actively involved in decision making in all aspects of the program. In addition, parents are offered a variety of practical and academic courses and workshops with community agencies.

Requirements A one- to two-week preservice workshop is required for instructional staff. Area must be provided for establishment of a learning center. A philosophy of supportive interaction must be established and maintained between all involved personnel—teachers, students, parents, aides. Ongoing staff development is an important aspect of this program. Bank Street College may provide training.

Costs Cost of adoption depends on program size. Release time must be provided for teachers to attend a preservice workshop.

Services A Follow Through Resource Center. Awareness materials available at no cost. Visitors welcome at project site by appointment. Contact the project about training.

Contact *Robert Garrow, Director; Plattsburgh Follow Through Program; Monty Street School; Monty St.; Plattsburgh, NY 12901. (518) 563-1140.*

Developmental Funding: USOE Follow Through JDRP No. 77-156h (4/24/81)

PROVISO READING MODEL. A program of structured sequential activities for language arts, mathematics, and science courses to remedy serious reading problems among students in grades 9-12.

Audience Aproved by JDRP for grades 9-12.

Description The Proviso Reading Model is a four-year program. Ninth-grade students identified as disabled readers enroll in the program's Level I courses in English, general science, and math fundamentals. In tenth, eleventh, and twelfth grades, students who have not yet developed the skills required to enter one of the district's nonremedial English curricular sequences are enrolled in program courses for Levels II, III and IV. The Proviso Reading Model is based on four convictions: that poor readers can improve, even in high school if reading is a major thrust of the total curriculum; that a sound high school reading program must be based on a definition of reading as a thinking skill; that the skills that make up what is generally defined as reading (linear reading) may be learned through carefully devised visual literacy (media reading), composition, oral communication, mathematical computation, language, and listening activities within courses in English, science, and mathematics than in pull-out tutorial or remedial activities not part of the regular curricular offerings; and that materials and strategies attractive enough to make reluctant students excited about learning do exist. The organization of Level I allows for a variety of teaching strategies. Activities can be directed by a single teacher with a general background in language, composition, and reading. If there are enough students, the course can be taught by a team of three teachers, each of whom directs the activities of one specific area—reading, media, or composition. Math and science are taught by regular classroom teachers using materials devised by district reading specialists. In Levels II, III and IV, students continue to develop linear and visual reading skills while applying these to the development of skills in composition, speech, and media. A curriculum guide, with single copies of all instructional materials, is available for each level.

Requirements A successful adoption requires no specialized facility nor additional staff. It does require active administrative support and staff members with demonstrated concern and interest in the teaching of reading (if no academic background). Above all, staff members must be willing to use highly structured sequential materials. Adopter school needs will determine the number of training days (1-3) and follow-up meetings.

Costs Curriculum guides for each course cost $50.00 per copy. A wide variety of commercially available materials may be used. Adopter assumes the cost of releasing staff for training and follow up. (Costs for trainer's travel and per diem can be negotiated.)

Services Awareness materials in limited quantity are available at no cost. Visitors are welcome at demonstration site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter site or at demonstration site (costs to be negotiated). Follow-up and assistance with evaluation are available to adopters (costs to be negotiated).

Contact ***Dale Crawford, Project Director, or Mary Lou Crawford, Project Coordinator; Proviso Township High Schools, District No. 209; 807 S. First Ave.; Maywood, IL 60153. (312) 344-7000, ext. 200 or 304.***

Developmental Funding: USOE ESEA TITLE IV-C

JDRP No. 80-9 (6/17/80)

PROJECT R-3: Readiness, Relevancy and Reinforcement. A motivational basic skills program that interrelates the reading and mathematics curricula through gaming/simulation activities involving career awareness.

Audience Aproved by JDRP for students of all abilities, grades 7-9. This program has also been used with elementary, high school, and alternative school audiences.

Description Project R-3 was jointly designed in 1967 by the San Jose Unified School District and the Education Systems Organization of Lockheed Missiles and Space Company with the help of consultants from San Jose State University. Its competency-based curriculum interrelates reading and mathematics and supplies reinforcement through gaming/simulation, intensive involvement (a three-day study trip), parental involvement, and an inservice training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences: to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior.

The project utilizes the diagnostic/prescriptive individualized approach in reading and math. Reinforcement of skill areas is provided through gaming/simulation activities that involve team learning, the decision-making process, and career awareness development.

Requirements Reading and mathematics teachers should have a knowledge of the diagnostic/prescriptive approach to individualized instruction. Teachers must be receptive to team planning. All staff should develop expertise in gaming/simulation. Aproximately 50 hours of inservice work are accomplished by each staff member in a given year.

Costs The basic materials of a secondary-level reading program can be utilized. Specially prepared math contracts cost approximately $150 for a complete set of masters which can be duplicated. A complete set of consumable math contracts for 250+ students can be purchased for $6.00 per set ($.21 per contract). Eighteen simulation booklets containing teacher guide and student materials cost $8 per book. Other costs: reproduction of gaming/simulation activities and contracts; secondary instructional aides.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at the project site (costs to be negotiated). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *Pauline E. Perazzo, Director; 1635 Park Ave.; San Jose, CA 95126. (408) 287-1111 or 1112.*

Developmental Funding: State USOE ESEA Title III

JDRP No. 74-13 (2/20/74)

READING/ENGLISH ROTATION PROJECT. A rotating clasroom approach to teaching reading/language arts skills to students working below grade level.

Audience Approved by JDRP for grades 7-9. It has also been implemented in K-12.

Description An organizational pattern was designed to take into account the characteristics of the students and to identify and meet their individual needs. Students are divided into small, flexible groups of six to 10 which move from station to station. Different materials and activities at each station are specifically planned to build a success pattern for the individual child. A rotation group consists of 60 children. Each group of 20 moves to three different classrooms during a two-period time block of approximately one hour and 30 minutes. One classroom is equipped as a reading laboratory where basic reading skills are emphasized. A second classroom reinforces reading skills through various reading activities selected to provide sequential development of skills. In the third classroom, the English teacher again reinforces the reading skills through various English/reading skill exercises and through the language-experience approach to reading. This is a team-teaching approach that emphasizes the integration of the basic communication skills as opposed to the "pull-out" model.

Requirements Two teachers, one lead reading teacher, and up to four paraprofessionals are desired. This staffing equals one rotation and/or 60 students, which equals three classrooms. Materials already found in most schools are used. Three days of staff development training are required.

Costs $15 per student, excluding personnel on-going cost.

Services Awareness materials are available. Visitors are welcome October through April by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter site (trainer travel and per diem must be paid). Follow-up services are available to adopters (costs to be negotiated).

Contact *Marcelyn Hobbs, Program Director; Reading/English Rotation Project; P.O.Box 475; Thomson, GA 30824. (404) 595-7339.*

Developmental Funding: USOE ESEA Title I

JDRP No. 35 (4/4-5/73)

PROJECT READ-WRITE. A program in reading and related language arts that uses writing techniques and prescriptions to improve reading comprehension and vocabulary.

Audience Approved by the JDRP for grades 4-6. This program has also been used in grades 2-3 and 7-12 and in special education, ESL, and content-area classes.

Description Project Read-Write is designed to be consistently applied by the classroom teacher to augment the basic reading program in order to develop vocabulary and promote total comprehension. The program involves the application of prescriptions—specially developed strategies designed to teach one major skill and several ancillary skills simultaneously. Each prescription involves the use of one or more language-manipulation techniques. The prescriptions are structured writing and/or oral activities that can be used with materials already available in the classroom.

The prescriptions encourage students to react holistically to a reading selection and to incorporate within the activities their own ideas, experiences, perceptions, and feelings. The prescriptions cover a wide range of reading objectives, from phonics and structural analysis to inferential, critical and creative, as well as literal comprehension. The prescriptions are arranged within the Project Read-Write Resource and Instructional Manual according to the major objective and level of difficulty.

The program also offers a checklist that can be used in conjunction with formal and informal diagnosis to list and establish a priority ranking of pupil needs on a class, group, and individual basis. This checklist becomes an ongoing record of pupil achievement and accompanies the student as he or she proceeds through the grades.

Requirements Project Read-Write can be adopted within a single school or by an entire district. A variety of adoption patterns can be considered. Teachers and administrators attend a two-day intensive workshop, during which they receive instruction on how to conduct the Read-Write program. Each teacher and administrator must obtain a copy of the PROJECT READ-WRITE RESOURCE AND INSTRUCTIONAL MANUAL. Adopters agree to evaluate the impact of the Read-Write program and furnish a copy of the evaluation report to the project.

Costs Adopter assumes (or shares with NDN Facilitator) the costs of releasing teachers and administrators for training workshops. Adopter assumes (or shares with NDN Facilitator) per diem, travel, and lodging costs for project staff if a training or awareness presentation is given out of state. Resource and Instructional manual: $20 per copy.

Services Awareness materials are available free. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs) and at adopter site (costs to be negotiated). Follow-up consultations and visits are available. Visitors are welcome at project site by appointment.

Contact ***Frederick McCarthy, Director; Board of Education; 2 Cedar Street; Newark, NJ 07102. (201) 242-2451.***

Developmental Funding: USOE ESEA Titles III and IV-C. JDRP No. 80-30 (11/25/80).

SCHOOL VOLUNTEER DEVELOPMENT PROJECT. A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

Audience Approved by JDRP for students in grades 2-6 who are functioning one or more years below national norms in reading and mathematics. It has also been used in grades K-1 and 7-12.

Description The School Volunteer Development Project includes an overall plan for a delivery system of volunteer services and the accompanying support materials, recruitment procedures to generate a resource pool of volunteers, training for volunteers and teachers who use these services, and evaluation of each phase of the project, along with an overall evaluation of the system. The system, designed to locate, process, and evaluate volunteer services in Dade County (Florida) Public Schools, is transportable and easily adoptable in rural or urban settings.

The community is the backbone of the project, with volunteers selected from high school and college students, parents, senior citizens, and community-minded people from business and industry. Orientation and preservice training for volunteers is provided in addition to inservice training for classroom teachers.

This project also has the capability to recruit, train, and place volunteers in classes for the educable/trainable mentally retarded and learning-disabled.

The multimedia Starter Kit for the utilization of volunteer services contains two adminstrative reference books, handbooks, and training materials (one filmstrip-tape) for training volunteers, teachers and administrators. Three training modules with tapes, a course outline for cross-age tutor training, and two additional reference books are offered as optional items.

Requirments The basic requirements for adoption are that a school or district purchase the project materials, appoint a person (staff or volunteer) to coordinate the program, provide training for that person in the implementation of the program, and operate the program in at least one school for one year.

Costs Based on a paid coordinator, the total per-pupil cost per school year is $2.25 ($.31 for start-up,$ .38 for management, $l.56 for operation). This cost can be reduced to approximately .70 if the adopting school or district uses a staff member or volunteer to coordinate the program.

Services Awareness materials are available at no cost. Visitors are welcome at project site on the third Thursday and Friday of each month. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Johanna Goetz, Coordinator of Training; School Volunteer Development Project; l410 N.E. Second Ave.; Miami, FL 33132. (305) 371-2491.***

Developmental Funding: USOE ESEA Title III

JDRP No. 75-79 (12/18/75)

STUDENT TEAM LEARNING. A set of instructional techniques placing students in four- or five-member heterogeneous learning teams to master basic skills.

Audience Approved by JDRP for students grades 3-12.

Description Student Team Learning (STL) consists of three major techniques: Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), and Jigsaw. All three require students to work in learning teams that are heterogeneous in terms of sex, race, and past performance. In STAD, students study worksheets in their teams following a teacher presentation. Then they take quizzes individually to demonstrate how much they have learned. The student's quiz scores are summed to form a team score, which later is printed in a weekly newsletter. TGT is similar to STAD, except that students display their learning by playing academic games instead of taking quizzes. In Jigsaw, students become "experts" on topics relating to narrative material they have read and teach these topics to their teammates. STL is the umbrella term for these three programs. STAD is approved for language arts and TGT for language arts and math, and the STL program as a whole is approved for intergroup relations.

Student Team Learning can be used with the teacher's manual and teacher-made curriculum materials alone. Inexpensive materials in mathematics, language arts, and nutrition are available (see below). The techniques are very practical. They are in use in hundreds of schools across the U.S.

The effects of Student Team Learning on intergroup relations are strong and consistent, because the team goal and team interactions allow students to view one another positively. There is no specific mention of race or ethnicity in the program. Because the program is inexpensive, takes no more class or teacher time than traditional methods, and increases achievement as well as improving intergroup relations, it can be used as a regular part of class instruction in any subject.

Requirements Individual teachers can implement TGT through use of teacher's manual and construction of own worksheets and games. For school or district implementation, there should be general awareness training followed by workshop training (two days). If TGT's published curriculum materials are used, no teacher development of materials is required.

Costs Basic starter kit for use with teacher-made worksheets and games is available for $5. Objectives-based curriculum materials (worksheets and game sheets) available for reproduction: Language arts, grades 3-8, 100 objectives, $40; 20 usage objectives, $20. Mathematics, grades 3-8, 20 basic objectives per grade level, $20 per grade level.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites out of state. Project staff are available to attend out-of-state awareness meetings, and/or training at the adopter site. The cost for this service is $250 per day plus expenses. Training is conducted at the project site at a cost of $50 per person per day. Implementation and follow-up services are available to adopters ($250/day).

Contact ***Barbara A. Bennett, Dissemination Coordinator; Center for Social Organization of Schools; 3505 N. Charles St.; Baltimore, MD 21218. (301) 338-8249.***

Developmental Funding: NIE

JDRP No. 75-81 (75), 78-199a (79)
79-12 (4/17/79)

A SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION (SAII). A systematic instructional program in reading and mathematics.

Audience Approved by JDRP for students of all abilities, grades 1-6. It has also been used in other settings with grades 7 and 8.

Description SAII has developed crierion-referenced tests and learning modules for 155 reading skills (e.g. readiness, phonics, syllabification, and structural analysis) plus 200 criterion-referenced tests and learning modules for the computational skills of mathematics.

The project has also developed sets of teacher questions and student worksheets to accompany over 400 paperback books (e.g., Profiles in Courage, Henry Huggins, Little Red Hen). Each set of questions has been divided into lessons with each lesson having questions on five levels of comprehension: recall, interpretation, extrapolation, analysis, and evaluation. A set of two handbooks is available to help the teacher manage the component parts. The program can be adapted to the areas of diagnosis (criterion-referenced—math and reading) or basic skill development (learning modules in reading and math or comprehension components of reading).

Requirements A one- to three-day preadoption workshop is required. Consultant help is available at cost. SAII is implemented by the regular classroom teacher. The reading component requires two teachers, the math component, one. Master tapes—available for reproduction—are required for the reading component.

Costs Print-ready set of project materials is available at cost. Diagnostic tests: reading, $20; math, $24. Learning modules: reading, $70, math $120; comprehension questions, $165; games to accompany reading learning modules, $20.

Services Awareness materials are available. Visitors are welcome October through March. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

Contact ***Charles L. Barker; Josephine County School District; 706 N.W. "A" St.; Grants Pass, OR 97526. (503) 476-1484.***

Developmental Funding: USOE ESEA Title III

JDRP No. 15 (4/4-5/73)

WATERLOO FOLLOW THROUGH; Adaptive Learning Environments Model (formerly Individualized Early Learning Program). An individualized sequential program of instruction in readiness skills and classroom management.

Audience Approved by the JDRP for children in grades K-3; especially adaptable to low-income students.

Description The Waterloo Follow Through project provides a sequenced program of adaptive instruction with emphasis on student self-management skills and classroom management techniques. Active parent participation is stressed.

The instructional program is based on the Adaptive Learning Environments Model (ALEM) sponsored by the Learning Research and Development Center (LRDC), University of Pittsburgh. A readiness program (emphasizing basic skills in a heirarchical sequence) includes classification, quantification, and four perceptual areas: visual motor, auditory motor, general motor, and letters and numerals. An adaptive classroom management program for grades 1, 2 and 3 follows the readiness program.

Staff training is provided for increasing teacher and teacher-associate skills in diagnosing individual student learning needs, prescribing, record keeping, and organization and management of an individualized classroom setting. The development of instructional materials and teaching strategies that provide a variety of paths for student attainment of objectives is stressed.

Requirements The Waterloo Follow Through instructional programs can be adopted by a single classroom unit or by several units. The PEP readiness program may be adopted as separate components. Pre-adoption training, teacher-associate services, limited special classroom equipment, and construction of learning materials are necessary. Adopter site must provide a liaison person. Pre and post data are recommended.

Costs Program materials: Readiness, $1032 per classroom for start-up, $100 per classroom for maintenance.

Services A Follow Through Resource Center. Awareness materials are available at no charge. Visitors are welcome by appointment. Awareness conferences and training services are available at project or adopter site (costs to be arranged). Training manuals and implementation materials are available at cost. No Follow Through funds are available for assisting adopter sites. Field visitations can be made by Waterloo staff (costs to be arranged).

Contact ***Dorothy Winter, Project Director; Follow Through Resource Center Project; Waterloo Community Schools; 1516 Washington St.; Waterloo, IA 50702. (319) 233-8461.***

Developmental Funding: USOE Follow Through

JDRP No. 77-148 (9/6/77)

WAUKEGAN FOLLOW THROUGH DEMONSTRATION RESOURCE CENTER. A behavioral analysis approach program emphasizing the basic skills of reading, math, spelling, and handwriting.

Audience Approved by JDRP for students of all abilities, grades K-3; especially for low-income disadvantaged students.

Description The Waukegan Behavior Analysis Follow Through program has reversed the trend among low-achievers in grades K-3 through emphasis on the basic skills—reading, math, spelling, and handwriting. The program promotes active parent participation in their children's education.

The Behavioral Analysis Follow Through model used in Waukegan was developed at the University of Kansas. Components of the model are: emphasis on basic skills, positive reinforcement techniques, continuous progress monitoring, and parent involvement.

The program introduces reading, mathematics, spelling, and handwriting at the kindergarten level and emphasizes continued mastery of these skills through the third grade. Programmed instructional materials are used at the project site for reading and spelling because they enable each child to progress at his or her own rate. Other curriculum materials can be used if adapted. A high level of motivation is maintained through use of a token economy or contract system by all members of the teaching staff.

Teachers and assistants are trained in the use of positive motivation techniques. Parents are encouraged to become classroom assistants and they are given priority for employment.

Requirements Signed contract clarifies adopter commitment to replication of major program components (emphasis on basic skills, positive reinforcement techniques, continuous progress assessment, use of teaching assistants). Adopters provide at least one teaching assistant per classroom, assume financial commitment, and designate one person as local coordinator. Required training varies with number of components adopted: 1-3 days of preservice, 3-5 days of hands-on (inservice) training. School principal must be well enough acquainted with program to monitor progress. Adopter curricula must be compatible with program goals.

Costs Cost of implementaion varies with number of components adopted, available staff, and existing curriculum materials. Cost drops after first year.

Services A Follow Through Resource Center. Awareness booklets, brochures, and fact sheets are available at no cost. Awareness filmstrip-cassette is available on loan. Project staff are available to attend out-of-state awareness meetings. Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site. Training materials for reading, math, classroom management, and parent involvement are free to adopters. Follow-up and evaluation assistance are available free to adopters.

Contact ***Harry Bowen, Follow Through Director; Waukegan Public Schools; 1201 N. Sheridan Rd.; Waukegan, IL 60085. (312) 336-3100, ext. 418, 419.***

Developmental Funding: USOE Follow Through

JDRP No. 77-126 (8/19/77)

BOULDER VALLEY PUBLIC SCHOOLS FOLLOW THROUGH. A program intended to build a strong foundation for success in school among children from low-income families. Approved by JDRP for grades K-3.

Description The Boulder Valley Follow Through program is based on the Bank Street College model. Its purpose is to provide extra support in grades K-3 for low-income children and their families in order to build a strong foundation for learning and school success. The classrooms are activity-oriented, with individualized programs in which children are encouraged to be self-directed learners. Each classroom is organized into learning areas, such as language, math, science, art, and blocks. In addition to their daily work in reading, writing and math, and activities in science, art and blockbuilding, children often cook (with supervision), take field trips, and do woodworking. Children transform everyday experiences into symbols through printing, drawing, and writing. Although all children may read or write at the same time, the work varies from child to child. The program provides health, nutrition, and psychological services to participating children who are eligible for certain medical and dental benefits. A Follow Through nurse makes home visits and cooperates with other staff members to help families meet children's health needs. Parents' needs are met through a variety of activities.

Contact *Carolyn Topping, Director; Boulder Valley Public Schools Follow Through; P.O. Box 9011; Boulder Co. 80301. (303) 447-1010, ext. 655.*

Developmental Funding: USOE Follow Through

JDRP No. 77-156b (4/22/81)
Recertified (9/85)

CAMBRIDGE FOLLOW THROUGH. Reading, language, and math for children from low-income families. Approved by JDRP for grades K-3.

Description The Cambridge Follow Through Program offers a child-centered curriculum based on elements of the Bank Street College approach to Follow Through. The learning experiences which promote skills in reading, writing, number work, social studies, arts and science are presented as an integrated curriculum. Classroom activities are based on experiences that have practical meaning for the children, and children are encouraged to learn from each other. Each classroom is staffed by a teacher and a paraprofessional, usually a parent.

Comprehensive Services, an important part of Cambridge Follow Through, are provided for each classroom by an interdisciplinary team composed of the teacher, the paraprofessional, a staff developer, a parent liaison, a health worker, and a psychologist or social worker. Working together, this team develops a planning and assessment process to support each child and family. Staff development is offered to all staff. A career development and training program for paraprofessionals includes course work which may be applied to the completion of an Associate's or Bachelor's Degree. Parents are encouraged to volunteer in the classroom and to take an active part in the decisions that affect their children's education.

Contact *Joseph Petner, Director; Cambridge Follow Through; Cambridge School District; 159 Thorndike St.; Cambridge, MA 02141. (617) 498-9231.*

Developmental Funding: USOE Follow Through

JDRP No. 77-156f (4/24/81)

CHEROKEE FOLLOW THROUGH: A Direct Instructional Model. Reading, arithmetic, language, and Cherokee culture for Cherokee children. Approved by JDRP for grades K-3.

Description Cherokee Follow Through is a planned learning program for Cherokee children beginning with a full-day kindergarten. It employs the DISTAR instructional system in reading, arithmetic, and language, and focuses on Cherokee language and culture. When the children have finished the three DISTAR levels, they move into the regular program of the school's upper elementary grades. In an effort to perpetuate the Cherokee language and crafts, children are given instruction in language and folklore by a full-time Cherokee aide each week and then make pottery, baskets, beadwork, and fingerweaving in the traditional ways. Fast learners in groups of ten, slow learners in groups of five receive instruction four periods a day. Teachers and aides are trained in the techniques of eliciting group response, error correction, reinforcement, and teaching to mastery. One well-trained person can train the entire staff at an adopting site. Criterion-referenced tests and daily data on the children make continuous progress planning possible.

The decision by Cherokee parents in 1970 that the DISTAR materials were most suitable for their children illustrates the extent of parent involvement in the Follow Through program. The Policy Advisory Committee has hiring and firing power and participates in many administrative decisions. Parents are aides, testers, and workers who visit other parents at home. A variety of health services are provided by the project.

Contact *Joyce Dugan, Federal Programs Director; Cherokee Follow Through; Cherokee Elementary School; Cherokee, NC 28719. (704) 497-9131 Ext. 279.*

Developmental Funding: USOE Follow Through JDRP No. 80-50e (2/13/81)

COMMUNITY SCHOOL 6 BRONX FOLLOW THROUGH. A program using positive reinforcement to teach reading, math, and language. Approved by JDRP for grades K-3. Program components have also been used in other settings.

Description The primary goal of this Follow Through program is to produce achievement at or near grade level in reading, math, and language. To achieve this goal, a positive classroom environment is designed relying on systematic motivation, continuous progress monitoring, small-group instruction, in-class staff training, and parent involvement.

Two motivational systems, token economy and performance contracting, are used to increase academic performance. Younger children receive tokens for appropriate academic and social behavior during instructional periods; after each instructional period, they exchange accumulated tokens for special activities of their choice in a back-up period. Older children contract to complete certain amounts of academic work in exchange for special activities. Daily routines and activity schedules are established to ensure that children spend a majority of their school day learning basic skills.

Parent volunteers assist in the classroom on a rotating basis and are trained in behavior analysis techniques, group management procedures, and use of curricular materials. Through parental involvement activities, Follow Through families receive assistance in utilizing social, medical and dental services from community agencies.

Contact *Ruth Khelseau, Project Coordinator, or Judith A Scher, Trainer; Community School 6 Follow Through; District 12; 1000 E. Tremont Ave.; Bronx, NY 10460. (212) 893-8991 or 542-7676.*

Developmental Funding: USOE Follow Through JDRP No. 77-120b (4/15/81)

CRITERION READING INSTRUCTION PROJECT (CRIP). An individualized language arts readiness program. Approved by JDRP for grades pre-K through 3.

Description Specific performance objectives are divided into four major readiness areas: psychomotor, auditory, visual, and oral language. These four areas are further segmented by 11 subdivisions: small motor, large motor, coordination, directionality, auditory discrimination and classification, visual discrimination, visual comprehension, visual memory, oral composition, and oral vocabulary. A hierarchy of 115 reading readiness skills constitutes the CRIP continuum.

Children go to a specially equipped room where instruction is geared to demonstrated individual needs. Activities are arranged around learning centers in an open-classroom fashion, and the children work independently or in small groups.

Pre-kindergarten and kindergarten children in the public schools meet for two and one-half hours in morning or afternoon sessions five days per week. First-, second-, and third-grade students are scheduled for a minimum of one-half hour per day, five days per week. Teacher's aides are helpful for maintaining the classroom inventory of equipment and instructional supplies, recording test scores, and assisting teachers in nonteaching duties.

Contact *Anita M. Schmidt, Director; Elementary Education and Chapter I; School #4 Annex; Dill Ave.; Linden, NJ 07036. (201) 486-2530.*

Developmental Funding: USOE ESEA Title I JDRP No. 32 (4/9/73)

DAYTON DIRECT INSTRUCTION FOLLOW THROUGH RESOURCE CENTER. A program emphasizing small-group face-to-face instruction by teachers and aides using carefully sequenced lessons to achieve proficiency in reading, math, and language. Approved by JDRP for K-3.

Description The Dayton Follow Through Program attributes its success to: a system of carefully sequenced skills in reading, math, and language programmed for teacher use; highly specific teacher training; and careful monitoring of student progress. A positive-reinforcement management system is employed.

Teaching is by direct programmed instruction consisting of a fast-moving series of programmed questions and answers. This involves frequent verbal responses by the children, and requires basic teaching techniques to hold children's attention. The following represents a basic teaching sequence: teacher presents a task from a developed manual, using specified questions; children repond verbally; teacher evaluates their answers, reinforcing good responses; teacher uses a specified procedure to correct wrong answers; all tasks in a lesson are completed, following steps 1 to 4; children are given take-home materials related to the lesson, which are later reviewed in class.

Another aspect of the program is active parent involvement—as members of the Parent Advisory Council; as participants in classes, in which they are taught how to teach their children using the program instructional model; and as classroom volunteers or paid paraprofessionals.

Contact *Willetta C. Weatherford, Director, or Jeannie Boeke, Consultant; Dayton Follow Through Resource Center; 4280 N. Western Ave.; Dayton, OH 45427. (513) 262-3745 or (collect) (513) 461-3301.*

Developmental Funding: USOE Follow Through JDRP No. 77-132 (8/24/77)

Recertified (2/85)

THE ELECTRIC COMPANY. The use of television in teaching reading skills to young children. Approved by JDRP for children, grades 2-4, who are below grade level in read- ing.

Description The Electric Company represents the first large-scale experiment in the use of television in teaching reading skills to young children. The bes Electric Company segments are now organized into new video cassette, 16 mm films and sound filmstrips that develop and reinforce specific reading skills. Programs available now cover punctuation, consonant diagraphs, short vowel sounds and silent "e". Teacher's Guide and Library Kit are included, featuring reproducible exercises, song lyrics and program objectives.

FINANCIAL REQUIREMENTS: Video edition, 16 mm edition, sound-filmstrip edition are avilable from Guidance Associates.

SERVICES AVAILABLE: Field officers are located in several states. For referral contact Evelyn P. Davis, One Lincoln Plaza, New York, NY 10023 (212) 595-3456. CTW staff are available to participate in regional and national conferences.

Contact **Evelyn P. Davis; Children's Television Workshop; One Lincoln Plaza; New York, NY 10023. (212) 595-3456.**

Developmental Funding: USOE Off. of Lib. Learning-Tech. JDRP No. 74-23 (4/29/74)

ENRICHING THE CURRICULUM: (ETC). An exemplary project which involves the community in providing remedial instruction in reading and math to children who live in Chapter I designated areas. Approved by the JDRP for educationally disadvantaged students in grades 2-6.

Description The program provides intensive individualized remedial math and/or reading instruction. The basis of the program is a diagnosis of the educational strengths and weaknesses of each child and the writing of an individulaized prescriptive educational plan. All teachers are remedial specialists and all aides are parents of children in the community. Specialists are responsible for the diagnosis and design coordination with classroom teachers, and supervision of parent aides. Parent aides follow lesson plans and tutor children four or five times per week for 30-40 minute periods either individually or in small groups. The specialist reviews the prescriptive program of each child, writes lesson plans for the following week, and teaches a model lesson to children who are working with the aide. When a child is accepted into the program, the classroom teacher receives a diagnostic summary and a copy of the educational plan. Teachers meet regularly to exchange information on specific skills needs. A parent coordinator is employed to serve as a liaison between school and parents and to increase parental involvement in the program. Children graduate when their training and/or math performance is at grade level or above according to the California Achievement Test and individual diagnostic tests.

Contact ***Charlotte S. Laven, Project Coordinator; ETC Project; Brookline Public Schools; 25 Kennard Rd.; Brookline, MA 02146. (617) 734-1111, ext. 183, 118.***

Developmental Funding: USOE ESEA Title I JDRP No. 81-48 (3/25/82)

EVERY STUDENT EVERY DAY. A diagnostic/prescriptive program designed to meet the fundamental language, reading, and arithmetic skill needs of children in grades K-8 who score in the bottom CTBS quartile.

Description Ongoing diagnosis of pupil need is the core of this program. Each day's teaching-learning experience is specific to each child. Teachers and paraprofessionals are used to maintain a ratio of 4 or 5 children per adult. An optical mark reader that scores each teaching practice or exercise the moment the student finishes it makes immediate shifts in teaching strategy possible and acts as a strong motivator for students and teacher. Students attend special classes for 45 minutes daily. Each student's program provides 3 changes of activity during the period to assure full concentration. The program is an instructional management system using every possible strategy to insure that the right instruction reaches each student when it can be most effective. Test and practice materials copyrighted as the "Precision Teaching Program" form the major part of the program. Some commercially available materials have been adapted for machine scoring, and teachers and aides are shown ways of developing their own materials. A week-long workshop before the start of the school year is followed by biweekly half-day meetings. Teachers and aides are taught to individualize instruction, recognize and teach to student's need, use commercial materials properly, and build materials. The self-correcting feature gives the program potential for meeting the instructional needs of any group of students in any region.

Contact *Carlton M. Singleton, Project Director; 3908 So.12th St.; Arlington, VA 22204. (703) 521-3885. Darryl Boudreaux, Federal Project Administrator; St. Mary Parish School Board; P.O. Box 1239; Morgan City, LA 70380. (504) 384-1250.*

Developmental Funding: USOE ESEA Title I

JDRP No. 78-198 (11/27/78)
Recertified (11/84)

FLIPPIN FOLLOW THROUGH. A Direct Instructional Model. Basic reading, arithmetic and oral and written language for economically disadvantaged children. Approved by JDRP for grades K-3. Approved grade levels are based on claims for children in the audience for four full years.

Description The goal of Flippin Follow Through is to give economically disadvantaged children a firm background in reading, mathematics, oral and written language, spelling, science and social studies so that they may compete later in life with their peers for higher education and vocational opportunities. The DISTAR Instructional System is the core of the program, with three programmed levels each in reading, arithmetic, and language.

The three levels of reading progress from decoding and basic comprehension through increasing basic comprehension through increasing fluency and accuracy, to reading for new information, for understanding and to applying rules and principles. Arithmetic is taught by a problem-solving approach, progressing from basic addition and subtraction to multiplication and fractions, regrouping, measurements, long division, and column addition, and involves many story problems. The language sequence teaches standard spoken English and language as a basis for reading comprehension. Names and classes of objects and concepts, logical processes, spelling, punctuation, rules of grammar, and writing are all features of the language sequence. Learning tasks are presented in small groups by the teacher or specially trained aide. Techniques used are: teaching to mastery, group response, positive reinforcement, immediate correction of errors, individual turns, and pacing.

Contact *Rosalee Wade, Director; Flippin Follow Through; P.O. Box 256; Flippin, AR 72634. (501) 453-2234.*

Developmental Funding: USOE FOLLOW THROUGH

JDRP No. 80-50d (12/29/80)

GULFPORT FOLLOW THROUGH: Mathemagenic Activities Program (MAP). Comprehensive education and intellectual model for developing cognitive and/or problem-solving skills for children of all ability levels in grades 1-3. Approved by JDRP for grades 1 and 3.

Description The Gulfport Follow Through Program is based on the University of Georgia Mathemagenic Activities Program. This program uses the assessment of cognitive level as a guide structuring a learning environment that maximizes development of the thinking process. Learning activities encourage the child to experiment with problems and discover solutions; this experience enhances the shift from concrete to abstract levels of thinking.

Based on the idea that learning occurs most easily when the child is an active agent in the process, all aspects of the classroom environment are designed in terms of three elements. The child is (l) presented materials just slightly more difficult than previously mastered (mis-match), (2) encouraged to choose his/her own method of problem solution (self-regulation), and (3) given time to manipulate learning materials (activity).

Basic mathematical skills are utilized, and a combination of individual and group activities encourage physical, mental, and social involvement. Small-group instruction is stressed. Teachers use a variety of guides prepared by the University of Georgia.

Contact *Carolyn Rushing/Jean King, Co-Administrators; Gulfport Follow Through Project; 1906 17th Ave.; P.O. Box 220; Gulfport, MS 39502. (601) 865-4672.*

Developmental Funding: USOE Follow Through JDRP No. 80-51e (2/2/81)

HAWAII FOLLOW THROUGH PROJECT. A comprehensive program including an experience-based skills curriculum for children in multilingual classrooms. Approved by JDRP for grades K-3.

Description Based on the Bank Street College of Education developmental-interaction model, the purpose of the Hawaii Follow Through Project is to further the cognitive, affective, social and physical development of low-income children. The experience-based integrated curriculum is expected to motivate the children to engage in both formal and informal classroom activities as well as to develop children's attitudes toward other people. The teacher's consideration of the children's developmental needs and levels of interest and learning styles results in individualization of the curriculum. In addition, ongoing assessment and child study are important aspects of each teacher's functions. The language experience approach, which integrates oral language, reading, and writing instruction and which makes learning relevant and meaningful, is considered especially appropriate for children with mixed language backgrounds. The integrated curriculum allows for practice in applying math skills, especially through social studies activities. Classrooms staffed by a teacher and an aide are set up as workrooms for self-directed learning and children are encouraged to take responsibility for the materials they select and use. A supportive learning environment permits child-child and adult-child interactions as part of the daily learning process.

Contact *Janet Sumida, Director; Hawaii Follow Through Project; Hawaii State Department of Education; 2106 10th Ave.; Honolulu, HI 96816. (808) 737-1949.*

Developmental Funding: USOE Follow Through JDRP No. 77-156c (4/22/81)

HIGHER HORIZONS 100. A program for underachieving students, many with reading problems, with a coordinated effort in language arts development in all content areas. Approved by JDRP for students in grade 9 with reading retardation problems. This program has also been used in grades 7, 8, and 10 with students who have reading retardation problems.

Description The primary goal of the reading section of the program is to enable a student to make eight months' reading progress during the school year and thereby regain lost ground. Other goals are improvement of speech, mathematics, science, and social studies; helping students to adjust to high school behavior patterns; expanding students' background of experience; and improving self-concept. After completing one year in the program, students are evaluated and may return to the regular school program. Enrollees are within normal range of intelligence and without serious emotional problems but have one to four years of reading retardation. The speech of many is affected by a second language or dialect. Students are counseled frequently by the Higher Horizons counselor and instructors. The counselor-student ratio is one counselor to 100 students. Collaboration between instructors in the various subjects makes it possible to remedy weaknesses in language arts and other classes.

Contact ***John Di Benedetto, Resource Coordinator; Higher Horizons 100; Hartford Public High School; 55 Forest St.; Hartford, CT 06105. (203) 278-5920. Robert Nearine, Evaluator, Hartford School System; 249 High St,; Hartford, CT 06103. (203) 566-6074.***

Developmental Funding: State Aid to Disadvantaged Children JDRP No. 74-26 (4/29/74)

LEFLORE COUNTY (MISSISSIPPI) FOLLOW THROUGH RESOURCE CENTER: A program based in part on the theories of Jean Piaget and the philosophy of John Dewey that blends open-ended, child-initiated activities with teacher-structured lessons. Approved by JDRP for K-3, school administrators, teacher trainers, paraprofessionals, and teachers.

Description The Leflore County Follow Through program employs the High/Scope cognitively oriented curriculum as a framework for education. This curriculum was developed by the High/Scope Educational Research Foundation of Ypsilanti, Michigan. Children assume responsibility for their own learning by planning self-initiated activities, carrying out their plans, presenting what they have learned, and sharing their experiences with others. Teaching teams structure specific learning experiences based on children's needs and their ability to learn a concept or skill. Adults help children apply acquired skills within student-initiated projects. Through this process, children become knowledgeable in the areas of writing and reading, mathematics, science, social studies, music, physical education, health, and safety. Recognizing that parental commitment to children's education is a major factor in a child's school success, the Leflore County Follow Through project has developed and implemented a parent program that takes the school to the home and brings parents to the school. Parents participate in classroom activities and workshops. Through these efforts, parents have contributed their knowledge, skills, and resources to the school's educational goals. Statistical analysis of test scores comparing Follow Through children's achievement over the last 3 years with those of non-Follow Through district students show significant increases in the Follow Through children in reading, mathematics and language.

Contact ***Ann Adams: Educational Service Building; 1901 Highway 82 West; Greenwood, MS 38930. (601) 453-4819 or 453-8566.***

Developmental Funding: USOE Follow Through JDRP No. 77-123 (8/18/77)

NEW ADVENTURE IN LEARNING: Success Strategies for Reading and Language (NAIL). Comprehensive language arts and classroom discipline. Approved by JDRP for students of all abilities, grades K-3, and elementary school faculties. This program has also been used in other settings with grades 4-8.

Description This interdisciplinary program, emphasizing basic language and reading skills, trains regular classroom teachers to utilize diagnostic, prescriptive and language experience techniques more commonly used by reading clinicians.

This program is a combination of individualized techniques and basal reader instruction, a systematic management system with learning activities that are motivating yet appropriate for elementary-age children, a concern for academic achievement, and a concern for the child's self-concept.

Adoption may involve the total curriculum project or any one of three program components: Psycholinguistics, Oral Language and Reading. Training for effective classroom discipline accompanies each component. A five-day seminar at the D/D site is available for training leadership teams from adopter school systems selecting total curriculum adoption. Seminars provide in-depth training to prepare leadership teams for training classroom teachers; all training materials, including instructional modules for each professional staff member and an implementation/management kit, are also provided. Training workshops are also available at adopter's home district for classroom teachers and administrators. The number of days for these workshops depends on the number of components chosen.

Contact *Freda Wynn, Director; New Adventure; W.T. Moore Elementary School; Rt. 17; Dempsey Mayo Rd.; Tallahassee, FL 32308. (904) 488-7584.*

Developmental Funding: USOE ESEA Title III JDRP No. 74-71 (5/23/74)

NICHOLS AVENUE FOLLOW THROUGH: A Direct Instructional Model. Basic reading and language for low-income, nonwhite, inner-city children in grades K-3 and a program for parents involvement.

Description The program relies on the structured DISTAR materials in reading and language which sequence tasks to ensure skill mastery. The content of each level sequence follows: reading I and II, decoding and comprehension; reading III, word attack skills and comprehension; language I and II, comprehension; language III, reasoning and rules of grammar and structure. Arithmetic, physical education, art, science, music and additional reading is taught using the system's Competency Based Curriculum.

Lessons are presented to small groups of students for 30-35 minutes per day in reading. Language is taught in large groups. Lesson day in program is recorded to monitor instruction and student progress.

Contact *Dorothy J. Rice, Director; Nichols Avenue Follow Through; Martin Luther King Avenue and Sumner Rd., S.E.; Washington, DC 20020. (202) 767-7086.*

Developmental Funding: USOE Follow Through JDRP No. 80-50c (12/29/80)

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PHILADELPHIA FOLLOW THROUGH BEHAVIOR ANALYSIS REOURCE CENTER (BARC). A training center for administrators, teachers, paraprofessionals, and parents, with a fulltime commitment to demonstrating the entire program from pre-school through 8th grade.

Description The program consists of a wide array of systematic techniques capable of creating an educational environment to accelerate the social and academic development of children. Training can be tailored to meet specific site requirements. Areas of concentration include: understanding human behavior; behavior modification; reinforcement strategies; room arrangement; learning styles; learning packets; kit making; programming; team learning; and aide and parent involvement. The instructional program utilizes team learning, small group/individualized instruction strategies with emphases on Basic Skills. Target Teaching, a computerized monitoring scheme, emphasizes selecting year-end goals for students at or above grade level, as well as "catch up" students, and provides bi-weekly progress and target information. Motivation and positive reinforcement permeate the classroom. Tangible reinforcement systems are utilized to increase time-on-task and mastery of social skills and academic information.

Contact *Leontine D. Scott, Executive Director, Early Childhood Education, Administration Building, Room 226, School District of Philadelphia, 21st and the Parkway, Philadelphia, PA 19103. (215) 299-7839.*

Developmental Funding: USOE Follow Through JDRP No. 77-143 9/1/77

PSYCHOMOTOR LEARNINGS FOR ACADEMIC YIELDS (Project PLAY). Perceptual-motor and/or cognitive activities conducted by teachers and parents to increase children's reading readiness. Approved by JDRP for pre-kindergarten through grade 1.

Description This program is based on the assumption that psychomotor deficiencies (which may be due to poor socioeconomic backgrounds) will interfere with learning, especially beginning reading and must be either prevented or corrected. Pre-kindergarten, kindergarten, and grade 1 children participate in teacher-directed perceptual-motor and cognitive activities based on a project-developed diagnostic/prescriptive curriculum guide. Gross and fine motor activities combined with cognitive learnings such as shapes, colors, and letter and word recognition help the child transfer sensory experiences to conceptual meanings. Teachers are trained in diagnostic procedures, methods of combining perceptual-motor and cognitive instruction, and preparation of learning environments that encompass gross and fine motor and cognitive-related learnings. In addition, parents are given a training handbook and special activity packets intended to help them understand some basic principles of child development. These packets describe techniques that parents can use to teach their own children. Involvement of the local community is an important aspect of the program. Community agencies (the mental health department, the swimming staff at the YMCA, groups of elderly people, the local library and a speech and hearing clinic) would be helpful at any adopting site. Project students have included special education children (15 percent), with the remainder coming from the regular school population. The project has a similar program for preschoolers.

Contact *Evelyn Murray; Bristol Virginia Schools; 222 Oak St.; Bristol VA 24201. (703) 669-8181.*

Developmental Funding: USOE ESEA Title IV-C JDRP No. 79-38 (4/22/80)

PUBLIC SCHOOL 33 MANHATTAN FOLLOW THROUGH PROJECT: A Child Development Approach. A developmental reading and language arts program for children from a variety of ethnic backgrounds whose first language may not be English. Approved by JDRP for grades K-3.

Description With the goals of increasing children's language competence and laying a foundation in reading, this Follow Through project bases instruction on a combination of traditional and open-classroom, experiential learning techniques that take the children's development and language levels into consideration. *Language Experience in Reading* and the *Structural Reading Program* are the basic textbook series, which are supplemented by other commercial texts and by teacher- and pupil-made materials. Classrooms are organized into science, math, cooking, art, writing, reading, and listening centers and are equipped with tape recorders and typewriters for the children to use.

Continuous regrouping and peer teaching are important aspects of the program. Each classroom is staffed by a teacher and an aide who receive workshop training in a Resource Workshop Center at the school. This training is also available to parents. Parent volunteers are encouraged to participate in many ways in the classroom, Parent Room, and community.

Contact *Jean S. Burlingham; Public School 33 Manhattan Follow Through Program; 281 Ninth Avenue; New York, NY 10001. (212) 564-3733.*

Developmental Funding: USOE Follow Through JDRP No. 80-48 (2/4/81)

PUBLIC SCHOOL 92 MANHATTAN FOLLOW THROUGH. A cognitively oriented program for improving the reading and oral and written communication abilities of inner-city children. Approved by JDRP for grades K-3.

Audience The program approach integrates elements of traditional academic education with cognitively oriented methods, which facilitate active learning through teacher- and child-initiated activities that are open-ended, individualized, and carried out in small groups. Derived from the High/Scope Educational Research Foundation approach, the principal goals of the Follow Through program are improvement of reading and development of skills in oral and written communication. Mathematics and other subjects are also included in instruction. Teaching teams consisting of a teacher and a paraprofessional, plan and conduct instructional activities. Children develop and apply basic skills as they plan and evaluate their own projects. Each classroom is organized into learning centers, where child-initiated activities are conducted daily. Child-initiated activities follow a four-step process: planning, work, representation, and evaluation. In planning children dictate or write what they propose to do for the day. In the work step, they carry out their plans. In the representation step, they write a story or draw a picture to show what they have done, and in evaluation, they assess the day's activity and share in small groups.

Contact *Margaret Butler, Director; Public School 92 Manhattan Follow Through, Community School District 5; 222 W. 134th Street; New York, NY l0030. (212) 283-3800 or 3801.*

Developmental Funding: USOE Follow Through JDRP No. 77-123b (2/4/81)

PUBLIC SCHOOL 137 BROOKLYN FOLLOW THROUGH: A Direct Instructional Model. Reading, writing, arithmetic, and language for economically disadvantaged children. Approved by JDRP for grades K-3.

Description The goal of this Follow Through project is to provide economically disadvantaged children with sufficient basic skills in reading and language to compete with their more fortunate peers for vocational and academic opportunities. To attain this goal, DISTAR materials are used for reading and language. The regular school subjects of handwriting, spelling, science, social studies, and health are also taught. All three DISTAR reading levels encompass decoding and comprehension; they are supplemented by a linguistic reading series with comprehension questions in grades 1-3 and by a basal reading series in grades 2 and 3. Arithmetic covers addition, subtraction, multiplication, division, and measurement and includes many story problems. The three oral and written language sequences include logical operation, grammatical analysis, and questioning strategies. In small-group lessons of 35-40 minutes, the teacher and aides use the DISTAR techniques of positive reinforcement, group and individual response, appropriate correction procedures, and teaching to mastery. Student progress is monitored for both quantity and quality of instruction. Criterion-referenced tests that are administered periodically are the basis for regrouping and staff training.

Contact *Dorothy Meade, Coordinator; P.S. 137 Brooklyn Follow Through; 121 Saratoga Ave.; Brooklyn, NY 11233. (212) 455-7302.*

Developmental Funding: USOE Follow Through JDRP No. 80-50h (2/13/81)

RANDOLPH COUNTY FOLLOW THROUGH PROGRAM. An individual, sequential program of instruction in reading skills and math for student. Approved by JDRP for grades l-3, specially targeted toward low-income students.

Description The program is a sequential program of individual instruction, with emphasis on student self-management skills and classroom management techniques. The instructional program is based on the Individualized Early Learning Program (IELP) sponsored by the Learning Research and Development Center (LRDC), University of Pittsburgh. A readiness program entitled Primary Education Program (PEP), is utilized to develop basic skills in a hierarchical sequence, and includes classification, quantification, visual-motor, auditory-motor, and general motor, with numerals and letters. An individualized and adapted reading program, entitled the New Reading System (NRS), for grades 1-3, follows PEP. Students are introduced to letter sounds, then blending skills are stressed. After blending skills are mastered, students can work more independently, taped skills sessions are used along with small group activities. A skill program developed by LRDC is introduced to the students as they reach the highest levels of NRS reading. Individualized prescribed instruction in math (IPI) covers the basic math concepts in a structured spiraling curriculum. IPI uses a consumable, individual booklet format. This combined with the rote drill and speed of math maintenance enhance the development of mature mathematical thinking skills.

Contact *Jacqueline Bright, Director of Federal Programs; Randolph County Board of Education; 40 Eleventh St.; Elkins, WV 26241. (304) 636-4120.*

Developmental Funding: USOE Follow Through JDRP No. 77-149b (3/2/81)

READING—INDIVIDUALIZED REMEDIAL LABORATORIES. MATH—INDIVIDUALIZED REMEDIATION. A project designed to provide continuous diagnosis of student needs and daily prescriptions for learning improvement. Approved by JDRP as a reading program for children ages 6-18.

Description The reading laboratories have been developed for high concentration on improving of basic reading skills. A reading laboratory staffed by one special reading teacher accommodates 80-120 students daily for the entire school year. Each student's daily prescription includes two or more activities designed to meet his/her needs. Students' prescriptions include programmed and self-instructional materials purchased from a variety of vendors or developed by both consultants and project teachers. Emphasis is placed on inservice education, focusing on cognitive reading skills and on the management and use of individualized instruction in the classroom. Inservice education is provided through workshops, consultant classroom visits, and local supervisory service and support. The mathematics program provides systematic remedial instruction in areas of individual student weaknesses. A teacher works with 80-120 students daily in a specially equipped classroom. The mathematics laboratories focus on carefully selected essential concepts, skills and applications with number ideas and computation; an individualized approach to the instruction; a meaningful approach to learning content; careful monitoring of student achievement; and teacher guidance in a supportive atmosphere.

Contact *Virginia Morgan; Reading Laboratories; Dougherty County School System; P.O. Box 1470; Albany, GA 31702. (912) 436-6544.*

Developmental Funding: USOE ESEA Title I JDRP No. 74-107 (10/18/74)

THE RESPONSIVE EARLY CHILDHOOD EDUCATION PROGRAM (RECEP). A program of language, mathematics, and problem-solving for children in grades K-3. Approved by JDRP for children, grades K-3.

Description The Responsive Early Childhood Education Program is currently serving 1,100 children, grades K-3, who meet Follow Through and/or Headstart eligibility. An additional 550 children receive Responsive Education instruction as a result of their placement in Follow Through classrooms. The goals are to increase children's learning of the basic skills of language and mathematics and of problem-solving abilities; to stimulate the development of positive attitudes toward learning; and to foster culturally pluralistic attitudes and behaviors.

Special attention to the improvement of basic skills has characterized the Goldsboro project since its inception. Distinctive features include a basic skills personalized instructional program using trained volunteers and comprehensive test results.

RECEP is based on the belief that all children have an accumulated learning base upon which additional knowledge and skills can be developed. The evaluation component of this program provides the teacher with specific information for each child that describes his/her strengths and weaknesses. Individual student needs are assessed, and standardized test scores are regularly compared with those of children elsewhere in the country.

Contact *Winnie D. Brewington, Director: The Responsive Early Childhood Education Program; Goldsboro City Schools; P.O. Box 1797; Goldsboro, NC 27530-0038. (919) 734-0561.*

Developmental Funding: USOE Follow Through JDRP No. 77-154b (2/4/81)
Recertified (4/85)

SAN DIEGO CITY SCHOOLS FOLLOW THROUGH: A Direct Instructional Model. Reading, mathematics, and oral and written language for economically disadvantaged children in grades K-3. Approved by JDRP for grades K-1.

Description DISTAR instructional materials are used as the vehicle for attaining this program's goal of giving economically disadvantaged children a firm foundation in reading, math, and oral and written language. In the three-level reading sequences, decoding, comprehension, and reading for new information are the focus. Arithmetic covers addition, subtraction, multiplication, fractions, regrouping, column addition, and long division and includes story problems. The language of instruction, logical processes, sentence analysis, and usage are among the topics of the language sequences. When the children have mastered the DISTAR lessons, they move into the Houghton-Mifflin reading and Houghton-Mifflin math series. Small groups spend 30-40 minutes daily on each subject and additional time on social studies, spelling, science, and handwriting. Classrooms are staffed by a teacher and two aides trained in the DISTAR techniques of positive reinforcement, group and individual response, appropriate correction, and teaching to mastery. Criterion-referenced tests and careful monitoring are integral to the program.

Regular staff development, support services, and a parent program of special activities including school volunteer work are other features of this program.

Contact *Kathie Leach, Coordinator; San Diego City Schools Follow Through; Bandini Center; 3550 Logan Avenue; San Diego, CA 92113. (714) 234-3357.*

Developmental Funding: USOE Follow Through

JDRP No. 80-50g (2/13/81)
Recertified (6/85)

TRAINING FOR TURNABOUT VOLUNTEERS. A cross-age tutor-training program that prepares students in grades 7-9 to serve as reading or math tutors with students in grades 1-6 who are achieving below grade level. Approved by JDRP for tutors in grades 7-9 to tutor grades 1-6.

Description The Training for Turnabout Volunteers (TTV) project includes an extensive multimedia training program as well as an overall plan for a delivery system for cross-age tutors. As the training program is structured, students in grades 7-9 participate in a total of 26 training sessions which provide them with tutoring skills and strategies that can be applied within the tutee's basic skills curriculum. The training program is divided into three mini-courses: General Volunteering Skills (GVS), Tutoring in Reading, and Tutoring in Math. Each mini-course consists of a series of videotaped lessons for initial concept development, mini-paks (workbooks) with practice and extension activities for the tutor, and reinforcement activities that can be used by the tutors with their tutees. After preservice training in the GVS mini-course, students attend inservice training in the reading or math mini-course once a week and tutor four times. The TTV delivery system for cross-age tutors includes procedures and support materials for recruiting, screening, and placing cross-age tutors, training for the teachers who direct their activities, and strategies for monitoring and evaluating the program. The TTV project is transportable and easily adoptable since it requires no special staffing, facilities, or curriculum. TTV is used in conjunction with the adopting school or district's reading or math program and can be dovetailed into the school's program as an elective or extra-curricular activity.

Contact *Johanna Goetz, Coordinator; Training for Turnabout Volunteers; Dade County Public Schools; 1410 N.E. Second Ave.; Miami, FL 33132. (305) 371-2491.*

Developmental Funding: USOE ESEA Title IV-C and Local

JDRP No. 81-11 (6/2/81)

TRENTON FOLLOW THROUGH: Behavior Analysis Approach. A complete program in the basic skills of reading, arithmetic, handwriting, and spelling. Approved by JDRP for students of all abilities, grades K-3, and their parents, especially from low-income families.

Description The Follow Through program uses a wide array of systematic techniques involving the precise use of positive reinforcement to attain clearly stated instructional objectives. The program introduces reading, arithmetic, handwriting, and spelling at the kindergarten level and emphasizes the continued mastery of these skills through the third grade. Augmented classroom staff, including a certified lead teacher, a teacher's aide and a parent educator, allow for small-group instruction. Programmed instructional materials are used to enable each child to progress at his or her own maximum rate. A high level of motivation is maintained with a token and contract system used by all members of the teaching team. The curriculum materials used in the Trenton program have been selected for their capacity to accommodate a continuous-progress monitoring system. Parents are involved in the Trenton program as classroom instructional personnel and as participants in the Policy Advisory Council. Parents are invited to become an integral part of their children's education. As parent educators, their primary instructional duties focus on the teaching of handwriting and spelling (for a five-month term). Each parent educator participates in a five-day training sequence. School Nurse Practitioners provide a complete health history, physical assessment, hematology studies, and dental and vision screening, with follow-ups to each child enrolled in the program.

Contact *Dorothy N. Barber, Project Coordinator; Follow Through Program; Trenton Board of Education; Administration Building; 108 N. Clinton Ave.; Trenton, NJ 08609. (609) 989-2876.*

Developemental Funding: USOE Follow Through JDRP No. 77-139 (8/26/77)

PROJECT UNDERSTAND: Arlington's Chapter I Program. A program to help strengthen reading, language, and math skills in children in grades K-8 scoring at or below the 40th percentile in reading and language arts and math for whom a supplementary learning experience best meets their academic needs.

Description A fundamental aim of this program is to help strengthen reading, language, and math skill development in K-8 target children. A weighted student checklist is used to identify those students who will participate in the program. Participating students come to a center for 150 minutes of instruction per week. Students are seen on a one-to-one basis if their needs require it, but the majority are seen in small groups (up to six) to encourage collaborative learning and interaction. Although the evaluation design for the project is tightly structured, the staff is humanistic in its approach, working from students' strengths rather than weaknesses. Centers appear informal and are run on a workshop basis enabling individual progress and small-group activity to flourish simultaneously. Staff are allowed great latitude in the decision-making process, not only when writing the project, but also when ordering instructional materials for the individualized needs of their students and schools. An orientation precedes each regular school year program. Regular staff meetings (where staff exchange instructional strategies) and inservice sessions are held two afternoons per month, when all students are released early. The program works to increase parental involvement, thus fostering collaboration and understanding between school and home life.

Contact *Jane E. Faley, Chapter I Director; Arlington Public Schools; 869 Massachusetts Ave.; Arlington, MA 02174. (617) 646-1000, Ext. 3143.*

Developmental Funding: USOE ESEA Title I JDRP No. 74-121 (12/16/74)

UPSTAIRS SCHOOL. An alternative program intended to improve the reading, math, and English ability of educationally disadvantaged students. Approved by JDRP as a reading program for students, grades 9-11, two or more years below grade level.

Description The Upstairs School is designed to take the student from "where he/she is" to grade level in reading comprehension, vocabulary and basic math skills. Improving student self-concept and self-confidence is another important goal. The philosophy of the program is that students would learn if they could and if teachers were willing to commit themselves to providing the necessary structure and love. An atmosphere of work, trust, concern and loving care is unique to the program. All students are working. All are enrolled for one 50-minute period in the area of their needs. Students enter, leave, and return as necessary. Reading is taught in an open-space classroom divided into four teaching stations plus a central lounge area for individualized-interest reading. Reading students study phonics, letter formation, creative writing, dictation of phrases, vocabulary and oral reading; they master lists of words from stories; they learn to read for information through one-minute reading exercises followed by 10-question tests. Math class emphasizes the basic skills of addition, subtraction, multiplication, and division, using timed drills and worksheets. Teaching aids include calculators, digitors, and "thinking" exercises. Topics covered include decimals, fractions, percents, averages, and algebra. The English basic skills lab covers such skills as listening, following directions, dictionary usage, writing, library and map skills, spelling, and grammar. Individual records keep the student constantly aware of competencies met.

Contact *George A. Galati, Project Director; 6941 N. Central; Portland, OR 97203. (503) 286-1260.*

Developmental Funding: USOE ESEA Title I JDRP No. 30 (4/4-5/73)

UVALDE FOLLOW THROUGH; A Direct Instructional Model. Language, math, reading, and spelling for disadvantaged children requiring structured instruction. JDRP approved for grades K-3. Now the program is used only in grades 1-3.

Description This Direct Instruction program strives to teach essential skills and problem-solving strategies to disadvantaged students so that in three years they can function at or near the level of their more fortunate peers. The program also accommodates children who already possess many language skills, because its built-in mastery tests and skipping schedules allow these children to move ahead as they are able. A classroom teacher and a paraprofessional teach with the Direct Instruction materials, which include DISTAR language, reading, math, and spelling mastery skills. Children are placed in homogeneous groups of five to ten, where they are paced according to ability and reinforced for their success. The small-group setting enables teacher and aide to monitor individual needs and use systematic reinforcement and management principles each child success. Children needing extra help are tutored by adults and peers. Criterion-referenced progress tests are given to children every two weeks by a trained tester. To ensure quality teaching, local supervisors conduct classroom observations and provide inservice throughout the year. The program includes a parent involvement component.

Contact *Kathy Knippa, Director; Uvalde Follow Through; P.O. Box 1909; Uvalde, TX 78801. (512) 278-6812.*

Developmental Funding: USOE Follow Through JDRP No. 80-50i (2/13/81)

THE WEEKSVILLE SCHOOL/BANK STREET COLLEGE FOLLOW THROUGH PROGRAM. Focuses on the development of the child and family. JDRP approved for K-3 children of all abilities and their families.

Description The program seeks to prevent early school failure and develop student attitudes that enable him/her to maintain academic competencies throughout the school years. Diagnostic teaching in the language and reading areas and an integrated curriculum are developed by Bank Street College. Periodic review and evaluation of the children's progress is made by an interdisciplinary team with parent cooperation. Emphasis is placed upon understanding each child's strengths, prior learning, competencies, needs and learning style. The daily instructional program is organized around individual, small- and large-group instruction, and child-initiated activities. With social studies as the core, other curriculum areas are interwoven in study of the child's immediate environment that later extends to the larger environment. A wide variety of materials is used. Classroom and curriculum management are based upon agreed limits, with children participating in discussions and understanding the reasons for decisions. Ongoing workshops and parent-training programs are designed for greater parent understanding and participation. The program maintains a curriculum resource room and a children's ethnic heritage resource room. The Follow Through Program team consisting of school and community key personnel facilitate the process of adult learning through demonstration, team planning, workshops and supportive techniques. This program has served as a model for the N.Y.C. all day kindergarten program and a model for other urban and rural sites K-3.

Contact *Cynthia Jacobson; Coordinator, Follow Through Program or Marguerite Thompson; Facilitator, Weeksville/Bank Street College Follow Through Resource Center; P.S. 243; 1580 Dean St.; Brooklyn NY 11213 (212) 773-2800.*

Developmental Funding: USOE Follow Through JDRP No. 77-156 (9/12/77)

WESLACO INDIVIDUALIZED READING/LANGUAGE ARTS INSTRUCTION AND STAFF DEVELOPMENT (WILASD). A reading program designed for minority and/or bilingual elementary school pupils.

Description WILASD has two key elements. The first element, instruction, is unique in that each student, reader or non-reader, begins individual reading instruction at a success level the day of entrance into school. The non-reader begins with a story which uses the child's name and one vocabulary word from the first preprimer of whatever reading series is in use. One-word vocabulary stories are used through the primer level to ensure that students requiring a slowly paced program can progress daily, and students who are average or accelerated may have practice material available to them. Another unique facet is that the vocabulary of the reading series is used to construct reinforcement activities in spelling, composition, closure, main idea, inference, sequence, vocabulary, fact/opinion, and other areas. Phonics, taught in small groups, utilizes an approach which initiates multi-syllabic instruction when a student has learned a few consonants and one short vowel.

The second element, staff development, features a teacher-leader or principal who assists students and teachers in the areas of diagnosis, prescription, instruction, reinforcement and management. The program is especially useful in areas where substantial numbers of students follow migratory work with their parents. Over a four-year period of development, students participating in the program have scored significantly higher (p .05)as measured by the Bilingual Syntax Measure, than students during the baseline year who did not participate in the program.

Contact *Richard Wubbena, Ph.D.; Project Coordinator, Weslaco I.S.D.; P.O. Box 266; Weslaco, TX 78596. (512) 968-1515 ext. 385.*

Developmental Funding: ESEA IV-C JDRP No. 83-2 (5/27/83)

WEST HILLS FOLLOW THROUGH PROJECT. Comprehensive services for low-income families and children with preschool experience. Approved by JDRP for grades K-3.

Description The goal of this program is to help children become confident, inventive, responsive, and productive people. To achieve this goal, it uses a multidimensional learning process for adults and children that features assessment of each child and an individualized program based on consultations among the entire teaching team. This team consists of the classroom teacher, teaching assistant, staff developer, psychologist, social worker, parents, nurse, speech therapist, community worker, and Bank Street College of Education advisor. Social studies, emphasizing the children's environment and the people in it, supplies the framework for the curriculum. Children ask questions and find their own answers through first-hand experiences on field trips and through interviews. Children practice language and math skills. Classroom life and discussions help to develop problem-solving skills. Instruction in reading follows the language experience approach and is supplemented by basal readers and trade books. Math concepts and logical thinking are taught by means of manipulative materials, charts, graphs, computation, and problem solving stories. Parents are involved in their children's school life. They volunteer in the classroom; they are members of the Policy Advisory Committee, which gives them an active voice in school program policy decisions; and they participate in activities that develop their own interests, skills, careers and help them understand how their children grow and learn.

Contact *Audrey P. Tiani, Director; West Hills Follow Through Project; c/o West Hills School; 311 Valley St.; New Haven, CT 06511. (203) 787-6456.*

Developmental Funding: USOE Follow Through JDRP No. 77-156g (4/24/81)

WILLIAMSBURG COUNTY FOLLOW THROUGH. A Direct Instructional Model. Basic reading, arithmetic, and oral and written language for economically disadvantaged rural children. Approved by JDRP for grades K-3. Approved grade levels are based on claims for children in the program for four full years.

Description This Follow Through project provides economically disadvantaged children with skills in reading, arithmetic, and oral and written language. The principal means strategy this goal is the three-level programmed DISTAR Instructional System in reading, language, and arithmetic. The full curriculum also includes science, social studies, spelling, art and health education. The three reading levels teach word attack, comprehension, inference, fluency, and accuracy. In grade 3, the school-selected reading curriculum is introduced. The arithmetic sequence begins with basic addition and subtraction concepts and continues through subtraction with regrouping, column multiplication, and long division. School language, vocabulary, and logical processes are taught in the first levels of the language program. Level III language expands vocabulary development and logical processes and teaches grammar, punctuation, and creative writing. Two special features of this program are daily individual reading rate and accuracy practice and a goal projection system by which teachers assign and evaluate monthly progress and mastery goals for each child. Children spend 35 minutes daily in each instructional area. One teacher and one aide in each classroom instruct children in groups of five to twelve. Teaching to mastery, systematic correction procedures, group response, individual turns, and positive reinforcement are prescribed teaching techniques. Children are given criterion-referenced tests every six weeks.

Contact *Eddie Allen Woods, Sr., Director; Williamsburg County Schools; 417 School St.; Kingstree, SC 29556. (803) 354-9926.*

Developmental Funding: USOE Follow Through JDRP No. 80-50b (12/29/80)

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**Projects currently funded by the NDN*

AIRS: Andover's Integrated Reading System. A diagnostic prescriptive reading program designed to teach basic skills and foster enjoyment of literature.

Audience Approved by JDRP for students of all abilities, grades 1-6.

Description Andover's Individualized Reading System (AIRS) was developed to provide quality education in the regular classroom by promoting: consistency of curricula throughout the system; competence in teaching skills; enjoyment of literature by students; and significant growth in reading scores.

AIRS basic skills for grades 1-6 are defined by a comprehensive set of behavioral objectives to which all instructional activities, materials, and tests are keyed. Reading instruction is teacher-directed in grades 1 and 2, where lesson plans are correlated to the Economy Company's 1975 and 1986 texts, which build a strong phonetic base. To this program AIRS adds handwriting lessons, dictations, spelling, sight word study, and criterion-referenced posttests. AIRS also provides skill books for teaching comprehension and word meaning to students in grades 1-6 and structural skills in grades 2-6. Each booklet contains lesson(s), follow-up(s), reinforcement practices, and a posttest. Students spend a portion of their reading time using individualized reading and literature books. Student achievement at all levels is monitored using criterion-referenced tests in phonics, structural skills, word recognition, comprehension, and word meaning. Progress throughout the program is outlined by continuums for each grade level. Records are kept for groups and individuals. Since its approval by JDRP, additional components have been developed to make AIRS a total language arts program. They include grammar, spelling, capitalization/punctuation, and grammar/word usage. Students spend 10-12 hours a week on the total language arts program.

AIRS uses the Mastery Management System software for computer assisted management of the comprehension component. AIRS/MMS enables AIRS adopters to use the Apple microcomputer for scoring and analyzing tests, monitoring student progress, and prescribing appropriate study helps.

AIRSware, developed under a grant from the Apple Education Foundation, is instructional software for reinforcing and enriching the AIRS Word Meaning component.

Requirements Two and one-half days—(1/2 day of workshop preparation and two days of follow-up training)—are recommended for implementation of the total program. Program is designed to be used by an entire system as a total language arts program or by a single school. Individual AIRS components, such as comprehension, may be adopted to supplement an existing program. A complete set of materials for each component adopted is needed.

Costs The AIRS Reading Program consists of 135 student booklets ranging in price from $1.50 to $4.00, and more than 5 teacher resources ranging from $2.25 to $24.50. Approximate cost of a total reading program for a class of 30 students is $1390.00. (Per pupil cost $46—prorated over 5 years—$9.00 per year.) Phonics, Individualized Reading, and Comprehension programs use commercially available publications: basals for grades 1 and 2, trade books for grades 1-6, and skill booklets for reinforcement.

Services Visitors are welcome by appointment. Exemplary project staff assists in program planning and conducts workshops that include presentations and demonstrations for each component being implemented. Follow-up consultations by project staff: average of two visits, length determined by size of adoption. Awareness materials and teacher guides provided for trainees prior to workshop sessions. Information regarding financial arrangements will be provided upon request.

Contact ***Theresa G. Murphy, Executive Director, or Aline Rubin, Project Consultant; Andover Public Schools, Bartlet Street, Andover, MA 01810. (617) 470-3800, ext. 373.***

Developmental Funding: USOE ESEA Title III and Local

JDRP No. 74-25 (4/29/74)
Recertified (4/85)

ALPHAPHONICS: Beginning Reading Program. A 26-week success-oriented phonics system to be used as a foundation for any reading system or program.

Audience Approved by JDRP for kindergarten students. This program has also been used in other settings for preschool, special education, bilingual education, and Title I students in primary grades.

Description Alphaphonics increases reading achievement by promoting the acquisition of basic reading readiness and language skills while helping children develop positive academic self-images. The program utilizes discovery, mystery, and memory aids. It stresses both positive reinforcement and a belief in the ability of each child to succeed. It combines frequent repetition and immediate correction or confirmation of children's responses with a game-like presentation of materials and positive feedback from the teacher. The necessary repetition is made interesting by the presence of Astro, the friendly visitor from outer space. Astro's Bag, an essential program prop, contains lesson materials for the day and stimulates curiosity in the children. The children believe Astro is the source of food reinforcements and badges awarded to them each week. Astro also displays feelings of happiness, sadness, fear, excitement, and frustration, thus enabling the children to identify with him.

The daily Alphaphonics lesson lasts 20-30 minutes. It can be used for large-group instruction, small-group enrichment, or individualized programming. The children begin an individualized reading program while they continue with the Alphaphonics lessons. The first part of an Alphaphonics lesson consists of a lively class discussion during which the teacher presents the day's worksheets. The teacher then works individually with students who need enforcement or enrichment. Alphaphonics does not require a teacher's aide, although the use of aides allows increased individual attention to each student.

This program is also available in a Spanish version.

Supplementary computer software available—Alphaget and Astro's ABC's.

Requirements The program can be implemented in a typical classroom using regular teachers. A one-day training session is highly recommended. The only materials that must be purchased are the *Alphaphonics* manual and Astro's Bag. A variety of educational and motivational materials to enhance the program are useful and highly recommended.

Costs *Alphaphonics* manual including Astro's Bag (one per classroom), $50 (required start-up); Astro Doll, $50; One to One, $3; Game Book, $5.50 (desirable); set of materials, $112 per classroom; individualized reading, $95 (optional); worksheet pads, $3.50 each; rubber stamps, $20; large alphabet cards (26 per set), $15; Astro's iron-on transfers, $4; Computer Game, $50; Sticker Badges, $25; Writing Dotto Masters, $10; Large Poems, $30; small poems, $5.50; 7 disk Computer Program ($30.00 each disk), $175 per set.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopters pay only their own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Jeanne Stout Burke, Judith Brown or Gretchen Ross, Co-Directors; Alphaphonics; Sunshine Gardens School; 1200 Miller Avenue; South San Francisco, CA 94080. (415) 588-8082.***

Developmental Funding: USOE ESEA Title III   JDRP No. 74-15 (2/25/74)

BASIC SKILLS IN READING (BASK). An exemplary project providing special instruction in the basic skills necessary for reading success.

Audience Approved by JDRP for readers grades 1-3 scoring below the 40th percentile on the Gates-MacGinitie Reading Survey. This program has also been used in other settings with grades 4-6.

Description BASK is an adoptable/adaptable program that can be used in several ways to upgrade reading skills. Target pupils are remedial. It is a pull-out project, using a criterion-referenced format and including individualized diagnosis, prescription, and instruction. The BASK curriculum is targeted to basic reading skills—readiness, phonics, structural analysis, comprehension, and study reference skills. Each child in the program receives 150 minutes of instruction weekly (30 minutes daily), working in small groups or on a one-to-one basis. The heart of the project is the individualized small-group instruction given daily. Frequent diagnosis and flexible prescriptive teaching ensure pupils' experience of success. Computerized information retrieval is used for diagnosis, prescription, and record keeping. The computer processes progress reports for parents and school staff. The project is also designed for manual record keeping and data processing.

Requirements Adopting district must make firm commitment to the use of BASK, provide necessary training, and assign supportive staff to concentrate on the project.

Costs Cost of adoption varies with the number of persons trained, length of training required, project staff expenses for adopter-site training, adopter staff expenses for project-site training. Adopters must purchase training materials. Training manual (one per trainee), $15. A reading specialist trained at project site to train others at adopter site also needs a trainers' guide, $25. Adopter must purchase one set of tests, $25. A cost analysis sheet is available.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out of state awareness meetings (expenses must be paid). Training (two or more days) is provided at project site (adopter pays its own expenses and purchases materials). Training is also conducted at adopter site (costs to be negotiated).

Contact *Mary C. Freitas, Coordinator; ECIA Chapter I Office; 49 Ashland Street, Manchester, NH 03104. (603) 624-6426.*

Developmental Funding: USOE ESEA Title I

JDRP No. 75-68 (9/11/75)
Recertified (11/84)

BOOKS AND BEYOND: A program that improves the reading skills of students by motivating them to read more and watch TV less.

Audience Approved by JDRP for students in grades K-8.

Description Books and Beyond is a program that produces positive changes through incentives to read more outside of school. Success for diverse participant is assured by a self-pacing, individualized approach. Using parent education and student self-monitoring techniques, participants become more aware of their TV viewing habits and more discriminating in their allocation of time between recreational reading and television viewing.

Participants in the Books and Beyond Program demonstrated significant gains in reading achievement when compared with a control group study as measured by the CTBS Reading Test.

Requirements A one-half day training session and the Books and Beyond manuals are necessary for successful adoption. The manuals include graphic designs for bulletin boards, reproducible forms for student and teacher materials, parent newsletters, instructions for implementation, student awards, ideas for adaptations and helpful hints. The training topics include: project preparation, background information on students' TV habits, recreational reading strategies, introduction to the Literature at Home program, and activities to stimulate recreational reading while developing discrimination in TV viewing.

Costs Costs of implementation include training, manuals, local reproduction of materials, supplies and student awards. The cost per pupil (N=550) is $2.15 with a recurring cost of $1.82.

Services Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff are available for awareness meetings (cost to be negotiated). Full awareness and evaluation packet available—$2.00.

Contact ***Ms. Ellie Topolovac, Project Director, Solana Beach School District, 309 North Rios Street, Solana Beach, CA 92075; (619) 755-8000. Ann Collins, Coordinator (619) 755-8000.***

Developmental Funding: ESEA Title IV-C JDRP No. 84-8 3/20/84

CONTENT READING IN SECONDARY SCHOOLS (CRISS) A program providing reading and study skills in the content areas for secondary students.

Audience Approved by JDRP for all students in grades 10-12.

Description CRISS instructional procedures are integrated into the existing science, social studies, and English curricula to provide students with the reading and study skills that will help them organize, understand, and retain course information. By using the CRISS teaching techniques, teachers develop "learn how to learn" strategies with the students.

CRISS instruction is direct and includes four sequential components: (1) introduction, (2) modeling, (3) guided practice, and (4) independent application. This instructional sequence is followed in all aspects of the program. CRISS activities are integrated into existing curricula which makes the project extremely time efficient. All necessary instructional materials for CRISS are provided in content specific manuals.

Both college and non-college bound senior high science and social studies participants in Project CRISS have demonstrated significantly greater gains ($p < .005$) in the retention of science and social studies content information than comparable non-treatment students as assessed through free recall, recognition and standardized content tests.

Requirements Project CRISS can be implemented by a district, school or classroom teacher. The program operates in a standard classroom, no special facilities are necessary. Teachers and administrators participate in a two-day inservice. An on-site project director is named to work with Project CRISS staff to develop an implementation plan for the adopting district. The district agrees to provide information on the extent and quality of implementation.

Costs Costs of two-day training are negotiable. The cost for each participant is $40.00. Training manuals for teachers and administrators are included as part of the cost.

Services Awareness materials are available at no cost, Project staff are available to attend awareness sessions (costs to be negotiated). Visitors are welcome at project site.

Contact *Dr. Carol Santa, or Ms. Lynn Havens; Project CRISS; School District #5; 233 First Avenue East; Kalispell, Montana 59901; (406) 755-5015.*

Developmental Funding: Title IV-C

JDRP No. 84-7R (2/16/85

CRANSTON'S COMPREHENSIVE READING PROGRAM K-12. A program to improve reading performance.

Audience Approved by JDRP for all students, K-12.

Description Cranston's Comprehensive Reading Program (CCRP) is a district-wide, K-12 reading instruction and management system. The program incorporates skills sequences, mastery criteria, instructional pacing, continual performance monitoring, school-based and district-wide coordination and administration, staff development activities, and parent communication and involvement. CCRP organizes and coordinates the delivery of reading instruction for elementary and secondary school students using a variety of commercial reading texts and supplementary materials. It provides classroom and content-area teachers with a system to ensure effective instruction and monitoring of essential reading skills. At the junior/senior high school level, greater emphasis is placed on integrating learning/study skills into content area instruction. Content area teachers develop and implement instructional strategies and study skill techniques that foster this integration.

Every student is given a diagnostic assessment by the classroom teacher. The assessment is used to place each student at the appropriate instructional level. Using the skills checklist and ongoing performance monitoring, the classroom teacher adjusts the level and pace of instruction and tracks each student's progress. Students requiring substantial help are served by Chapter I or Special Education personnel.

An important feature of the CCRP process is the use of the reading specialist as a consultant to classroom teachers and to the building principal, department chairpersons, and guidance personnel. The specialist's responsibility is to assist the teachers and department chairpersons in developing instructional strategies, monitoring progress and conducting formal assessments and coordinating all resource programs with the classroom-based developmental reading program.

Requirements Implementation is accomplished in four phases over an 18-month time span: (l) needs analysis and planning; (2) training; (3) curriculum and management system development; and (4) program installation. Training is provided by CCRP for reading specialists, principals, department chairpersons, and the district coordinator. Typically, implementation takes place in the elementary schools first, with the junior and senior high school following.

Costs Materials: CCRP's Program Analysis Checklist, Skills Data Bank and Guide to Curriculum Development available for $25.00 per package. The district is responsible for all costs incurred in producing and the curriculum guides for staff, printing skills checklists for students, and procuring and adminstering instructional placement tests.

Services Awareness and selection materials available free. Visitations arranged. Awareness presentations available on request; travel cost reimbursement required. Training and consul45 Park Avenue; Cranston RI 02910. (40l) 785-0400, Ext. 151.

Contact ***Catherine M. Ciarlo, Director of Reading, or Beverly J. Montaquila, Project Coordinator; Cranston's Comprehensive Reading Program; Department of Reading Services; 845 Park Avenue; Cranston RI 02910. (401) 785-0400, Ext. 151.***

Developmental Funding: USOE ESEA Title I, USOE Right to Read, and Local JDRP No. 82-28 (6/2/82)

A CROSS-AGE STRUCTURED TUTORING PROGRAM FOR READING.

Audience Approved by JDRP for Elementary Grades 2-8.

Description The Structured Tutoring Program in Reading is a pull-out program which combines tutoring in basic skills with a continuous assessment of the child's progress on a daily basis. It also features immediate feedback and positive reinforcement techniques which are literally built into the instructional materials. The thrust of the program is to identify the child who is deficient in basic phonetic and comprehension skills as early as possible and to supply the necessary intervention to help him/her function within the school system on a positve encouraging basis. Identification of students begins with an initial screening which uses the total Reading subsection of the Stanford Achievement Test. The Harrison Diagnostic Criterion Referenced Test is then administered which gives an individual prescriptive plan for tutoring in the skill sequence. Once students needing supplementary educational assistance are identified, they receive the Stanford Diagnostic Reading Test as a pre-post assessment for evaluation. Students entering during the year are referred by teachers or counselors.

Program Effectiveness: During the last 6 years, the Cross-Age Structured Tutoring Program for Reading has made an average gain of 10.1 N.C.E. points per year in Comprehension as measured by Fall to Spring pre-post testing using the Stanford Diagnostic Reading Test.

Requirements A paraprofessional Tutor Manager per 40 student tutors is necessary. A listing specific materials and training requirements can be provided by project personnel. The program may be implemented in a class, school, or district level.

Costs Cost for implementing a program serving 50-60 students is approximately $15,000. This includes personnel (1 Tutor Manager and 1 Adult Tutor), training, equipment and materials. No special facilities are required. Average per pupil costs, over a 5-year period, were $297. Average pay for paraprofessionals is $5.50 per hour.

Services All Adult and Student Tutors receive training in positive reinforcement strategies, use of the sequenced materials, and record keeping activities. In addition, Tutor Managers and Adult Tutors are trained in test techniques. Awareness materials are available at request at no cost from the Boise School District.

Contact ***Dr. Geri Plumb, Coodinator of Federal Programs; Boise Public Schools; 1207 Fort Street; Boise, Idaho 83702. (208) 338-3400 ext. 246.***

Developmental Funding: ECIA, Title I

JDRP No. 83-20 (3/17/83)

DISCOVERY THROUGH READING. A remedial reading program for underachievers utilizing a modified tutorial, highly structured approach.

Audience Approved by JDRP for low-achieving students in reading, grades 2-3. (Limited grade span was due to available funding.) It has been used in other settings with grades 1 through 8.

Description Discovery Through Reading is an instructional program in that stresses rapid skill development for second- and third-grade students who are having (or have had) difficulties in their regular classrooms. Its goals are the improvement of students' ability to recognize words and improvement of their reading comprehension. In the Discovery project, teachers work with two students at a time in 45-minute sessions scheduled twice a week at a location outside the regular classroom. Each full-time Discovery teacher's maximum case load is 30 students. A key organizational feature of instruction is the "task sheet", an agenda that lists six specific activities to be completed by a student during each session. The task sheet helps teachers decide what tasks are within the capabilities of students. An important aspect of the project is the way in which teachers interact with students, emphasizing a style that provides students with a nonthreatening environment. A student competes only with himself/herself, and performance and achievement are reinforced with concrete rewards. All activities are charted and graphed immediately, showing teacher and student that progress is being made and that goals are being achieved.

Evaluation Gains over the years are consistently higher than the average. 84-85 evaluation results are as follows: Second grade average gain in vocabulary was 18.1 NCE's; Second grade average gain in comprehension was 13.8 NCE's; Third grade average gain in vocabulary was 15 NCE's; Third grade average gain in comprehension was 7.9 NCE's.

Requirements Several alternatives for adoption are available: PIP (Project Information Package) alone; training by Project Director, with/without PIP, at adopter site; training with PIP of a trainer at demonstration site. Program can be adopted by a single school, grades 2-6; by a single grade level within a school; or by all elementary schools within a district.

Costs A wide variety of commercially available materials are used. We specifically require the use of five. The cost of these consumables is $15 per student per year. Certified teachers with no previous special training in reading are used at the original site. Paraprofessionals have been trained to conduct the program at other sites.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project or adopter site. Adopter must finance travel costs.

Contact *Dorothy Neff, Project Director; Clarkston Community Schools; 6590 Middle Lake Rd.; Clarkston, MI 48016. (313) 625-3330.*

Developmental Funding: USOE ESEA Title I

JDRP No. 74-112 (10/23/74)

EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI). An inservice program for teachers of students of all ability levels in reading and language skills, with expectations of 95-100% mastery.

Audience Approved by JDRP for students of all abilities, grades 1-6.

Description ECRI's purposes are to identify critical teacher behaviors essential in preventing reading failure, and to provide inservice education for teachers geared to the research findings. Teaching skills emphasized by the program include: to elicit accurate and rapid responses during instruction, to establish high levels of mastery, to maintain on task behavior, to correlate the teaching of language skills, to model and prompt, to use effective management and monitoring systems, and to diagnose and prescribe instantly. Techniques are incorporated into reading, spelling, grammar, dictation, creative writing, and penmanship instruction.

Students are reminded of the skills they have been taught, the skills that have mastered, and the skills they will be expected to master through the review process. Students' attention is sustained with the momentum of the teacher directives during instruction and reinforcement offered during practice time. Overt responses help students remain on task. The structure of scheduling, record keeping and multi-sensory instruction also keeps students motivated. Criteria for passing a master test are identical for all students, regardless of their reading levels. No student is made to feel less capable than another student. The teacher selects only those teaching techniques that build the student's self-concept. Instruction is provided by ECRI so teachers can utilize the critical teacher behaviors, develop a management system for mastery and individualization, and teach reading and language skills effectively.

Requirements A 5-10 day preparatory inservice education program with one ECRI staff person for 25-30 trainees is desirable. The program includes lecture and practice sessions, preparation of materials for classroom use, and teaching pupils in a simulated setting. Following this, periodic visits by ECRI staff to trainees' classrooms to demonstrate, model, and monitor are encouraged. The length of time to replicate the ECRI model varies. Existing district reading materials may be used. Supplies for teachers and pupils are those usually found in schools. ECRI has 12 self-instructional teacher texts that are used by teachers during inservice.

Costs At initial awareness sessions, time is provided without cost (travel expenses must be paid). For inservice programs and classroom monitoring, time and some travel expenses can be provided to a limited number of adopters. Some inservice and monitoring time is available without charge, but adopters pay all travel costs. Self-instructional workbooks: $6.95, $9.95, and mimeographed materials from ECRI. Mastery tests: $.35 each; can be reproduced. ECRI staff time: $275 a day plus expenses after NDN funds have been committed.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff are available to attend out-of-state awareness meetings. Training at project site is conducted in October, December, March, June and July (all expenses must be paid). Teacher of Teachers Conference is in August and September. Training, implementation and folllow-up services are available at adopter site (costs to be negotiated).

Contact ***Ethna R. Reid, Director; Exemplary Center for Reading Instruction; 3310 South 2700 East; Salt Lake City, UT 84109. (801) 486-5083 or 278-2334.***

Developmental Funding: USOE ESEA Title III Private Sources JDRP No. 85-8 (4/2/85)
Recertified(4/85)

FUTUREPRINT. A reading center is used to provide individualized, diagnostic and prescriptive reading instruction for junior high students.

Audience Approved by JDRP for grades 7-8.

Description FUTUREPRINT is a program of intensive reading instruction provided in reading centers within each school. The reading teacher establishes a supportive, non-threatening environment which emphasizes motivation, success and student responsibility. Instructional programs are chosen by each site from a variety of multi-level, high interest reading materials which are commercially available. The Futureprint management system offers teachers a practical way to provide individualized instruction for students with a wide range of reading levels.

When students first enter the reading center, their needs, strengths and weaknesses are diagnosed using a standardized diagnostic test. Based on this information, the teacher writes student contracts which set goals and list reading materials selected to meet individual needs. The contract system works well because it helps students accept responsibility for their own learning, while offering them challenge and success. Contracts can vary in length, usually from three to five weeks, and their successful completion is based on both classwork and homework assignments. Grades and other incentives are earned through contract work. When contracts are finished, students complete an evaluation form indicating two things they learned, reading skills they still need to work on, two lessons that were particularly helpful, favorite lessons and comments. Teachers use this information to write new contracts which reflect students' growth and guide them in continued reading achievement. The program is equally effective for remedial students and high level readers.

Two optional features of the program are counseling and the Preschool Story Hour. Because self-concept is linked with achievement — in this case, reading achievement — counseling is seen as an important part of this supportive program. The Pre-school Story Hour is a weekly morning reading session in which junior high students read stories to preschool children who come to the junior high with their parents or their preschool class. This program improves self-concept and motivates reluctant readers. It is also an excellent community involvement program.

Requirements A school deciding to implement Project FUTUREPRINT will need to provide space for a reading center — a classroom or some separate space dedicated to a reading program. A minimum of one day inservice is required — either at the adopter school or the demonstration site. The adopting school will agree to administer diagnostic reading tests, implement a contract system, select teachers with some expertise in reading, utilize an appropriate variety of high interest materials, and provide evaluation data. Participating teachers need a set of De Anza's reading publications.

Costs The cost of implementing a reading center will vary according to the needs and resources of the school. The Futureprint management system can be implemented using the reading materials available at the school site. Inservice, diagnostic tests, contracts and any new reading materials constitute the necessary expenditures. Materials used during training and implementation cost $15 per teacher.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adapter pays only its own costs). Training is also conducted at adopter site and implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Ann Glaser or Charlotte Larson, FUTUREPRINT, California Demonstration Program in Reading; De Anza Junior High School; Ontario, CA 91761. (714) 983-2118 or 983-9501.***

Developmental Funding: State JDRP No. 80-21 (6/2/82)

HOSTS Reading: Help One Student To Succeed. A Diagnostic/prescriptive/tutorial approach. A computerized version of HOSTS Reading is available.

Audience Approved by JDRP for students of all abilities, grades 2-6. This program has also been used in other settings.

Description HOSTS Reading is a mastery learning program that utilizes citizens' and business participation (40,000 volunteers nationally) plus computer technology to improve student reading achievement. HOSTS Reading features a computerized data base involving the cross-referencing of learning materials for teaching. Materials have been indexed to learning objectives in the mastery of reading skills. The data base references 800 titles by 50 publishers. It has been compiled over a period of 13 years by teachers implementing HOSTS.

There is also a HOSTS Math program.

Program evaluation is through pre-post norm referenced tests (CAT and CTBS). Data reported in a 1984 evaluation for grades 2-6 in normal curve equivalent scores indicate statistically significant pre-post differences ($p < .05$) in 100 sites, with percentage gains ranging from 8% to 16%.

Requirements Key school district personnel must investigate program. Superintendent and Board must approve program. Reading instructor, aide, and principal must participate in a four-day training session. Principal must tutor in program. District must be willing to serve as demonstration site.

Costs Start-up costs per school is $2,600. Second-year cost ranges from $100 to $400 per school.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in-home-state and out-of-state. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site or at adopter site. Implementation and follow-up services are available to adopters. (All costs are subject to negotiation.)

Contact *William E. Gibbons, Executive Director; HOSTS Corporation; 1801 D. Street, Suite #2; Vancouver, BA 98663. (206) 694-1705 or 694-1775.*

Developmental Funding: USOE ESEA Titles I, II, III JDRP No. 75-6 (1/15/75) private and foundation
Recertified (11/84)

INDIVIDUALIZED COMPUTER ASSISTED REMEDIAL READING PROGRAM (I CARE). A computer-assisted program to provide basic reading instruction.

Audience Approved by JDRP for educationally deprived vocational education students in grades 10-12.

Description This project is an effort to supplement the existing reading program for the high school vocational education student. Through the use of a microcomputer, individualized and small group instruction allows the student to set his/her own learning pace. Each student must spend a 50-minute class period each day involved in this program in lieu of the regular English class. On a rotating basis, a student spends one week in each of the following five areas:

Vocabulary: More than 100 vocabulary programs exist, each of which contain at least 20 words. Words are spelled out letter by letter, and four choices are offered. Students are informed by the computer of correct and incorrect responses, percent score, and a list of the incorrectly defined. Students must complete a minimum of 30 computerized vocabulary programs. A mastery score of 80 is necessary to move on to another program. Reading: Students must also complete a minimum of 30 computerized reading programs. There are a total of 190 programs that allow the students or teacher to select number of words per minute. The computer then displays the reading material, followed by 5-10 questions related to the reading. Students are presented with number of correct responses and a percent grade. An 80% mastery rate is requisite for the next program. Reading & Writing Skills: Students must complete a minimum of 25 audiovisual reading programs in areas including basic math, English grammar, word usage, and reading and writing skills. Audio tapes: Subject matter is graphically displayed accompanied by sound. The vocationally-oriented learning material has companion worksheet(s) that enable students to assimilate the material and respond in writing. Four sets of headphones effect a multiple listening station. Units are available in vocabulary development, reading, comprehension, and basic skills math. A minimum of 10 audio tapes is required. Paperback books: A minimum of two paperbound books of the student's choice. More than 100 are available. Rotation among these five areas reduces the boredom and discipline problems. The ability of the microcomputer to repeatedly review materials without making value judgments, tiring, or losing enthusiasm enables the curriculum to be highly effective.

Requirements I CARE can be adopted by a single teacher, a teacher aide, a classroom unit, or by several units. Extensive staff development and training in computer literacy is not a requirement. Many companies (Radio Shack, Apple, IBM) offer free computer literacy training workshops for teachers.

Costs Cost per participant is $185 for installation, and $140 for subsequent years, based on 30 students. Costs would be reduced as the number of students increases. Three computer master tape programs have been developed to enable teachers to author their own programs in vocabulary, spelling, speed reading, and comprehension at a cost of $50 per program or all three programs for $125.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available for awareness conferences and training (costs to be negotiated). Training workshops are also conducted at project site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *Mr. Victor A. Miller, Project ICARE; Blue Mountain School District; Blue Mountain High School; R.D. #1; Schuylkill Haven, PA 17972. (717) 366-0515.*

Developmental Funding: Vocational Education-Disadvantaged JDRP No. 82-24 (5/19/82)

IPIMS/Reading Center (Individualized Prescriptive Management System for Underachievers in Reading). IPIMS is not a text or a kit, but a model of an organizational structure for implementing a remedial reading center for grades 7-12.

Audience Approved by JDRP for secondary students deficient in reading skills.

Description The Individualized Prescriptive Instructional Management System for Underachievers has a centrally located reading center for grades 7-12. The center is staffed by reading teachers and paraprofessionals as well as student volunteers. Students utilize a wide variety of resources; these materials are color coded into four reading levels. The IPIMS/Reading Center process is as follows:

Students are identified and given a diagnostic reading test. Individual strengths and weaknesses are noted as well as personal interests.

Individual prescriptions are written and implemented.

Student progress is monitored by a criterion-referenced system.

Parents, teachers and students receive periodic progress reports.

As a result of one year of participation in the IPIMS/Reading Center, students in grades 7-12 demonstrated gains significantly above the norms on the Stanford Diagnostic Reading Test. Pre and Post test scores showed that skills grew at a rate of one and one-half years for each year of instruction, a statistically significant rate ($P < .001$).

Requirements A one-day training session is required. Additional follow-up is available. Areas covered by the training include: an in-depth orientation to the total program; overview of components selected for the adoption/adaptation by participating districts; discussion of staff roles; the theoretical and applied aspects of the validated program; alternative installation strategies that might be employed by the district; a comprehensive review of the evaluation design; and a systematic review of all resources to be employed during the replication.

Costs Twenty-five Dollars ($25.00) for Training Manual. One needed per reading center. All other costs will vary depending on the number of resources currently available in the district, the size of the center and the number of staff members and the student population to be served. Adopting districts will be responsible for the expenses involved in training (Trainer's travel, hotel, and meals).

Services Awareness materials available at no cost. Visitors are welcome at demonstration site by appointment. Project staff is available for awareness sessions (costs to be negotiated).

Contact *Sidney Beckwith, Project Director and Georgia A. Crissy, NDN Trainer, Union Springs Central School District, 27 North Cayuga Street, Union Springs, New York 13160 (315) 252-9309.*

Developmental Funding: PSEN Funds, New York State; ESEA Title IV-C JDRP No. 84-9 (3/23/84)

LEARNING TO READ THROUGH THE ARTS PROGRAM (Formerly Title I Children's Program). An intensive, individualized remedial reading program presented through the arts.

Audience Approved by JDRP for children, grades 4-6 who are reading at least one year below grade level and who are chapter I (formerly Title I) eligible (some seventh-graders accepted as apprentices).

Description Reading teachers, classroom teachers, and specially trained professional artists/artist teachers work with Chapter I eligible children at sites in each of the boroughs of Manhattan, Staten Island, Queens, Brooklyn, and the Bronx. At the developer site, children in grades 2-6 are served, as well as special education students. The program is also suitable for grades K-1 and 7-12, and adopters have used the program with those audiences. The program is associated with major cultural institutions in New York City: the Staten Island Children's Museum, the Bronx Museum of the Arts, the New York Aquarium, the Brooklyn Museum, and Ballet Hispanico of New York, and Business and Industry for the Arts for Education, Inc., and the New York Botanical Garden. An overall approach to improving reading is used in this intensive, diagnostic, prescriptive, individualized program presented through the arts. It integrates a total arts program with a total reading program. Listening, speaking, writing, and reading techniques are stressed in the reading-oriented art workshops, and a diagnostic/prescriptive approach to reading is employed in the reading workshops. Participating children meet with the classroom/reading teachers in small groups or individually for an average of four hours per week. Students receive additional reading instruction for at least one and a half hours a week in reading-oriented arts workshops in such areas as dance, music, theater, crafts, sculpture, painting, printmaking, super-8 film, and photography. The resources of museums, cultural institutions, universities, resource centers, and libraries are used, and special programs related to the content of project workshops are scheduled for students on field trip/special event days. There is an annual Learning to Read Through the Arts exhibition of work by participating students and/or a Performing Arts and Film Festival. A series of parent workshops is also held. Preservice and inservice trainings are available.

Requirements Reading teachers/classroom teachers, professional artists, and/or artist teachers are trained in the Learning to Read Through the Arts methodology. Teacher-made pupil-oriented materials, instructional devices, filmstrips, records, tape recordings, media libraries, books on the arts, and art and audiovisual supplies are used. Program hours and times are adaptable to adopters' needs and scheduling requirements.

Costs Training materials and curriculum guides cost approximately $85 per teacher. Cost of program implementation depends on available personnel. Cost of art supplies and equipment depends on the reading-oriented workshops that are implemented. Excluding personnel, it costs approximately $7 to $10 per student to implement the program.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Mary Jane Collett, Project Director; Learning to Read Through the Arts Program; Division of Curriculum and Instruction; P.S. 9; 100 West 84th St.; New York, NY 10024. (212) 787-0470 or -7582.***

Developmental Funding: USOE ESEA Title I JDRP No. 74-18 (3/25/74)

MOUNT VERNON TV READING AND COMMUNICATION. A program to improve student reading skills.

Audience Approved by JDRP for grades 4-8.

Description The Mount Vernon TV Reading and Communication project uses popular commercial TV to teach academic and underlying psycholinguistic skills. Network videotapes with diverse production elements are used in the classroom or communication studio to provide concrete visualization and pronunciation of sophisticated vocabulary.

Lessons plans are prepared from the actual scripts used by TV producers and include skills related to social studies, oral language, reading, writing, and skills that affect learning rate such as memory, grammar, and visual and auditory integration. By creating new characters, plot twists, and endings, students develop their writing skills. Teachers use rapidly paced oral response drills designed to increase accuracy in articulating, listening, handling complicated syntax, and master vocabulary meaning. Program techniques enable teachers to continuously assess lesson mastery, to correct responses, and to monitor student ability to transfer skills taught in the auditory-vocal channel to the visual-motor channel. Students move through increasingly difficult levels of reading material as they practice the previously taught strategies on supplemental material.

Teachers and students learn how to operate specialized equipment — TV camera, videotape recorder, and TV monitor—for use in learning, processing, and expressive activities. Students become camera persons, directors, technicians, and actors as they confirm their ability to read at the end of each session by videotaping and playing back their dramatizations.

Students produce their own documentary on a topic related to the script. Choosing from a wide range of levels, students read and prepare "book" commercials to try to sell to their peers the idea of reading that book.

Requirements Teachers attend a three-day training workshop. During program implementation, a documentary production workshop is given by the demonstration staff. After program implementation, three follow-up visits are made by demonstration staff. A communication studio can be set up in a corner of a classroom or in a separate room into which classes are scheduled. Students can be taught in heterogenous or remedial groups of 8-30 pupils at least three times per week for a minimum of 120 minutes. Adoption commitment to key components must be made by adopting district's superintendent.

Costs No new personnel need to be hired since the program uses existing staff. Installation costs are approximately $2,500. Schools with existing video equipment and materials do not have minimal installation costs. Training and monitoring costs approximately $1500 plus travel and lodging. An additional $100 fee per teacher provides training manuals, lesson plans, student scripts, and videotape copies. In subsequent years, $2.50 per pupil should be set aside to duplicate worn out scripts and batteries, as well as money for equipment repairs.

Services Awareness materials are available at no charge. Staff can attend awareness conferences. Visitors are welcome by appointment. Training at replication sites is available under certain conditions. Two visitations by the demonstrator will be arranged the first year.

Contact ***Mrs. Jacqueline Van Cott Barra; Mount Vernon TV Reading and Communication Project; Pennington Grimes Center; 20 Fairway; Mount Vernon, NY 10552. (914) 668-6580.***

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 82-16 (4/29/82)

PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth and Achievement; Selective Utilization of Staff—Personalized Approach to Continuous Education. An objective-based reading management system.

Audience Approved by JDRP for students in grades K-6.

Description Project PEGASUS-PACE seeks to accelerate students' reading achievement and to help teachers enhance their effectiveness through a locally developed, personalized program of continuous learning. The curriculum structure consists of performance objectives and corresponding diagnostic instruments for 17 sequential reading levels (K-8). Learners are grouped and sub-grouped according to their established needs; the personalized instruction employs a variety of approaches to the teaching of reading. Teachers conduct formative evaluation of specific skills and use a graphic chart to track each student's mastery at a given level.

The multiple choice format of the 1983 revision of the PEGASUS-PACE diagnostic materials supports either hand scoring or computer scoring of diagnostic tests. The computer strand also enables a wide variety of reports to be produced.

Learning activities are selected or developed by the teachers in accordance with the diagnosed needs of the students. These activities and lesson plans are contributed to an accessible learning-resources file organized according to PEGASUS-PACE levels and skills.

The PEGASUS-PACE Continuous Progress Reading Program is compatible with any organizational staff arrangement such as open-space, nongraded, or self-contained classrooms. Teachers may continue to use any strategies they have found successful.

The PEGASUS-PACE Program may be used in conjunction with basal readers and a variety of other instructional materials already available in local schools.

The project's adoption site, PEGASUS, in Princeton, Illinois, has also been approved by JDRP (January 9, 1979, JDRP No. 79-1).

Requirements The program is implemented by classroom teachers rather than special reading teachers. A two-day workshop is offered prior to implementation. Adopter sites are expected to schedule release time on a regular basis for staff development. Adopter schools receive permission to reproduce copyrighted materials. For all 17 levels, a Master Volume is available; it contains: Objectives and Skills, Teacher's Guide and Key, Learner-Use Diagnostic Instrument.

Costs The Master Volume costs $200. Cost of locally purchased file folders for Resource File is approximately $45. Cost of locally purchased file folders for student records varies with number of students. Informal reading inventories for each teacher cost approximately $6 each. Expenses for initial training at the adopter or D/D site vary. Eight computer diskettes for all levels are $300 and must be used with Mastery Management Master Diskette at $400. (See Project CAM).

Services Awarness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Training can be arranged.

Contact *Marie Sinclair, Project Director; Tuscaloosa City Board of Education; 1100 21st Street, East; Tuscaloosa, AL 35405. (205) 759-5705.*

Developmental Funding: USOE ESEA Title III

JDRP No. 1 (4/16/73)

PROGRAMMED TUTORIAL READING. An individualized, one-to-one tutoring program for slow learners or potential reading failures regardless of economic or demographic background.

Audience Approved by JDRP for first-grade students in the lowest quartile who need help learning to read. This program has been used in other settings with grades 2-4.

Description Programmed Tutorial Reading (PTR) supplements but does not substitute for conventional classroom teaching. PTR uses specially trained, carefully supervised paraprofessional tutors who implement its highly structured content and operational programs. The teaching strategy, built on established learning principles, uses many elements of programmed instruction—frequent and immediate feedback, specified format, and individualized pace—but, unlike programmed instruction that uses the fading process, proceeding from many initial cues to the minimum needed for success, PTR uses the brightening process, in which minimal cues are followed by increased prompting until complete mastery of the reading task is achieved.

Children receive a tightly organized 15-minute daily tutoring session, during which they read from classroom basal readers supplemented with special texts dealing with comprehension and word coding and decoding. Tutors are trained to follow, verbatim, the content and operational programs contained in the Tutor's Guide. These specify in detail what, when, and how to teach the content material and also limit tutor's decisions about children's responses. Integral and essential to the PTR methodology are its special recording procedures, which not only indicate children's progress, but also prescribe exactly which separate items must be reviewed until mastery is achieved. Constant reinforcement or praise is also an essential part of the instructional technique, while overt attention to errors is minimized.

Requirements Minimum staffing: part-time director/supervisor and tutors. Tutors may be teacher's aides, adult volunteers, or older student. Physical facilities: quiet, well-lighted tutoring site with side-by-side seating at desk or table for tutor and student. Materials: set of basal readers, preferably same as used in classrooms; Tutorial Kit for each tutor; Supervisor's Manual for each supervisor. Training: approximately 30 hours total during school year. Initial training by D/D's after start-up year. PTR can be implemented by single schools or entire school districts.

Costs Personnel: approximately 98% of budget, depending on project size and number of tutors, unless tutors are volunteers. If tutors are teacher's aides and supervisors are part-time Title I teachers or reading specialists, local wage scales will apply. Materials: PTR Kits ($50 average, one kit per teacher with five-year use expectancy). Training: cost to adopter varies with number of days and trainers.

Services Awareness materials are available at no cost. Audiovisual materials are available on loan (return postage must be paid). Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site or adopter site (costs to be negotiated). Implementation information in Supervisor's Manual is keyed to PTR component in basal series. Follow-up technical assistance is available (costs to be negotiated).

Contact ***Phillip Harris, Dir.; Prog. Tutor. Reading Res. and Dev. Center; Indiana University; 2805 East 10th St.; Bloomington, IN 47405. (812) 337-6756. Susan Ward, Director; Prog. Tutor. Reading; Davis Sch. Dist.; 45 E. State St.; Farmington, UT 84025. (801) 451-1117.***

Developmental Funding: USOE ESEA Title I JDRP No. 74-17 (3/18/74)

RAM: READING AND MICRO MANAGEMENT. A program of developmental/corrective reading instruction in a laboratory setting.

Audience Approved by JDRP for 7th and 8th grade students.

Description The goal of the RAM Reading Lab is to provide the necessary instruction and materials to develop the reading skills of students who have skill deficiencies, and to provide enrichment where needed. This success-oriented program is conducted in a lab setting with an informal atmosphere, yet is highly structured. Students are divided into heterogeneous groups, and rotate into the lab from a subject class on alternate weeks. The lab is comprised of ten learning centers that offer a wide selection of activities using various learning modalities. The work is leveled according to students' reading abilities, which range from non-reader to past high school level. The centers focus on reading comprehension, writing, structural analysis, vocabulary, self-esteem, listening, research, library skills, recreational reading and computers. A diagnostic/prescriptive approach to teaching assures each student of individualized instruction. The skills and focus are determined for each student using the McGraw Hill's Prescriptive Reading Inventory, as a measurement tool of reading abilities. Students with like deficiencies are skill-grouped. The computers provide reinforcement, extension and enrichment experiences.

The RAM program includes a one-day staff development component. Topics include: instructional materials, individualized instructional techniques, motivation strategies, use of computers in language arts and promoting students' positive self-concept.

Requirements Staff must be committed to a child-centered, diagnostic/prescriptive approach to teaching, and be willing to utilize learning centers and small group instructional techniques. RAM is suited for adoption by a whole school or district. Individual components of the program can be adapted for use in any class or lab. Depending on available resources, the lab can be staffed by a teacher or an aide. A one-day staff inservice is recommended for adopting schools.

Costs Costs will depend on the needs and resources of the school. If computer equipment must be purchased, the cost per pupil is $21.00. The program uses a wide variety of commercially available materials already found in most classrooms. Staffing depends largely on the needs and resources of the school or district.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings and training sessions, with costs to be negotiated. Training is also available at the project site.

Contact *Barbara Clark, Demonstration Reading Program; Sierra Jr. High School, 3017 Center Street; Bakersfield, CA 93306. (805) 323-4838.*

Developmental Funding: JDRP No. 83-39 (3/29/83)

READING AND CONTENT-AREA RESOURCE CENTER (ReCaRe). A secondary developmental reading and study skills program designed to "recare" about the reading and study skills of all ability students.

Audience Approved by JDRP for students, grades 10-12, with reading skills ranging from upper elementary to college.

Description ReCaRe is a secondary reading and study skills program which serves the reading and study skill needs of all ability students. It is not a remedial program. The instructional program is a one-semester course based on an individual educational plan that provides for group instruction one day a week and individualized instruction during the remaining four days. Students in the program rotate through four skill areas—reading comprehension, vocabulary, reading rate, and study skills. Based on the results of diagnostic tests and a student statement of need, an individual educational plan is developed for each student. Students are responsible for developing a more extended vocabulary, increasing reading rate, completing appropriate study skills units, and developing comprehension skill. Students are assigned materials relevant to their needs and interests at appropriate reading levels, thereby providing maximum opportunity for success. Throughout the semester, students record and evaluate their work daily and are evaluated by the teacher each week both orally and by a point system. At the end of the term, students are posttested using the Stanford Diagnostic Reading Test and other instruments. The main objective is to help all students become efficient, independent learners prior to leaving the secondary school.

ReCaRe's study skills units include time managment, SQ3R study method, notetaking skills, test taking skills, library and research skills, and a summary unit which integrates all of the study skills which students have practiced in the semester course.

Requirements This program can be implemented and conducted by existing staff, specifically one classroom teacher, preferable reading or English and an instructional aide. Since ReCaRe is a semester course, some scheduling revisions may be necessary. Personnel must complete two days of initial training either at the original ReCaRe site or at the adoption site.

Costs Cost per child based on 300 students is $25.66; recurring costs are $1.17. A wide variety of commercially available and project produced study skill and management materials are used by students. Teacher costs include a copy of the replication training manual, a 700 page notebook which includes all the project produced study skills and management materials.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at the project site. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at the project site or at the adopter site (cost to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *Patricia S. Olson, Project Director; ReCaRe Center; Henry Sibley High School; 1897 Delaware Avenue; West St. Paul, MN 55118. (612) 681- 2376.*

Developmental Funding: USEO ESEA Title IV-C JDRP No. 82-22R (2/25/83)

READING EDUCATION ACCOUNTABILITY DESIGN: SECONDARY (READ:S)

Audience Approved for students, grades 7-12.

Description Through the use of teacher-developed instructional modules and/or computer-assisted lesson designs, this program emphasizes student mastery of a hierarchy of 60, adult-level reading skills. Project READ:S teachers instruct/reinforce essential reading skills on a daily basis by delivering the content of their subject matter courses in the formats of Project READ:S lesson-design modules. The program integrates four components: instructional, which emphasizes direct skills instruction by language arts/English teachers; reinforcement, which provides for mastery of the priority reading skills in all content-areas; in-service, which focuses on both the content and processes of instructional delivery; and, a computer-assisted component for schools utilizing computer technology in management and instruction.

Teachers receive a minimum of three days of in-service training in the construction, application, and evaluation of teaching/learning modules. Using the results of a criterion-referenced test, teachers are able to determine individual reading skill proficiencies and/or deficiencies. The language arts teacher then structures his/her curriculum for instruction. In addition, content-area teachers use the test's scope and sequence to construct teaching/learning modules in vocabulary, comprehension, and study skills. Students are required to successfully complete a minimum of one vocabulary, one comprehension, and one study skills module in each unit of instruction. It is the cumulative effect of using reading skills in each academic discipline that is the thrust of this program.

Coeur d'Alene's eighth grade reading achievement test scores jumped from the 48th percentile to the 80th percentile in a three year period of using Project READ:S.

Requirements A three day preadoption in-service workshop is necessary. Project aides are helpful but not essential for replication of this project.

Costs Cost for replicating Project READ:S will vary according to the location of the adopting site, the number of personnel to be trained, and the number of students to be served. Three days of trainer's time, plus travel and per diem. Training manual, $25. Optional computer packages are $75 per set. The complete computer component is $140.

Services Awareness materials are available at no cost. Visitors are welcome at the project site. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays own costs). Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

Contact ***Mrs. Lynn Dennis, Project Director; Coeur d'Alene School District No. 271, 311 N. 10th Street, Coeur d'Alene, Idaho 83814. (208) 664-8241.***

Developmental Funding: JDRP No. 83-4 (2/25/83)

READING IMPROVEMENT BY TEACHING EFFECTIVELY (R.I.T.E.) A pull-out program emphasizing intensive remedial instruction for educationally disadvantaged children.

Audience Approved by the JDRP as a program for educationally deprived pupils, grades 2-6.

Description R.I.T.E. is a pull-out program that provides closely monitored, intensive remedial instruction through effective methods and materials to educationally disadvantaged children in grades two through six. Methods, materials, and strategies used are specifically designed to meet individual needs and modes of learning in order to help children to be more proficient in comprehension by focusing on word meanings, by using critical and analytical thinking skills, by being exposed to good literature, and by ultimately becoming independent readers. Eligible students are scheduled for Chapter I classes only after background has been obtained via past performance on criterion referenced tests, basal tests, diagnostic tests, teacher and reading specialist recommendations. Using the Gates MacGinitie Tests, the previous information cited, and when needed an Informal Reading Inventory, or a complete diagnostic battery, an individual profile is developed which provides the key to meet an individual's specific needs. Instructional sessions are conducted in small groups. A session may entail 30 minutes or one hour, depending upon classroom teacher's schedule. The amount of time which students spend in the program varies slightly from grade to grade but not within a particular grade; that is, second graders may receive more instructional time per week than third graders, but all second graders receive the same amount of instruction. The differences in instructional time per grade level are determined by the initial assessment of student needs. Consequently, the average instructional time per grade level varies from year to year in accordance with the needs assessment study, but the time allotted to each grade level is consistent.

Students in each grade level of Project R.I.T.E. (grades 2 through 6) have shown statistically significant improvement at the .05 level in reading achievement from pre- to post-testing in normal curve equivalent (NCE) scores as measured by the Gates MacGinitie Reading Comprehension Test.

Requirements Training requires a minimum of three days. Meetings must be held with Superintendent, the Project Director and the Project Staff to initiate the management system and other necessary components. Program materials include the PMS (Profile Management System) which includes teaching methods and management forms; organizational procedures for parent projects; staff development strategies; communication aspects for school, home and community; and program monitoring for staff, testing, fiscal, materials, etc.

Costs Costs include training, equipment, materials and supplies and average $533.18 per student during the installation year and $498.15 per student for each subsequent year.

Services Awareness materials available at no cost. Visitors are welcome at project site by appointment. Project staff available for awareness meetings, training, implementation, project evaluation consultation, and follow-up services (costs to be negotiated).

Contact *Janet M. Trezza; Chapter I Project Director; Phoenixville Area School District; Chester County, PA 19460; (215) 933-8861.*

Developmental Funding: ECIA Chapter I JDRP No. 85-12 (9/9/85

VRP: Reading Power in the Content Areas (Vocational Reading Power). A staff develop- ment inservice project designed to assist content area teachers to assist student acquisition of content knowledge by the use of applicable reading skills.

Audience Approved for vocational students grade 10. This program has also been used in other settings at the postsecondary level and in junior and senior high nonvocational programs.

Description VRP is a staff development program designed to make content-area teachers aware of the gap between student reading abilities, requirements and printed instructional materials. The goals of the project are: to assist content area teachers analyze print requirements and student abilities in relation to the teaching of reading within the teaching of content: to provide content area teachers with information and practice in the use of practical teaching techniques to meet the needs of the first objective; and to increase student learning of content.

The program consists of interrelated components. Student assessment component trains teachers to use formal and informal tests and inventories to assess the reading abilities of their students. Materials assessment provides teachers with the knowledge and tools, both manually and by computer, to analyze the reading levels of printed instructional materials, to apply this knowledge when selecting texts, and to modify and im- prove use of the print materials to fit students' reading abilities. The vocabulary development, comprehen- sion, and study skills components focus on practical activities that teachers can incorporate into the total cur- riculum. The ongoing in-service component provides basic strategies and procedures through fifteen "Read- ing in the Content Area" Modules and additional resource materials. Thirty-two occupationally specific key word glossaries are available for students.

The project has proven to be effective in raising content teachers' consciousness reagarding the reading re- quirements of course material. Students have shown gains in general reading skills as well as in content acqu- isition when teachers incorporate reading strategies into content teaching activities. The project is effective for all students, but, particularly, for those reading below grade level.

Requirements A minimum of one staff person with a background in curriculum development and/or re- ading acts as part-time director/coordinator. Involvement of administrators, content-area instructors, and reading consultants (if available) is required. Once the district completes a training and implementation plan, the D/D provides a training workshop lasting one to three days, depending upon the needs of the adopting district. Staff development time should be provided. Computer resources should be available.

Costs No new equipment or staff are required. Cost of optional individual Key Word Glossaries varies. Adopters of this component may purchase glossaries for each student for classroom reference. Cost of in- dividual Reading in the Content Area Modules varies; entire set of 15, with supplementary texts, under $400. Adopters of this componenet typically purchase a minimum of five modules and a maximum of one complete set. Training manual: Currently $15 each, on per participant required. (Prices subject to change.)

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites. Project staff are available to attend awareness meetings (costs to be negotiated). Training is conducted at adopter site (all expenses must be paid, including travel and trainer fee). Implementation and follow-up services are available to adopter (costs to be negotiated).

Contact *Carol Burgess; The EXCHANGE; 110 Pattee Hall; University of Minnesota; Minneapolis, Min- nesota 55455. (612) 376-5297.*

Developmental Funding: USOE ESEA Title III JDRP No. 85-9 (3/15/85) Recertified (3/85)

BASIC—CALIFORNIA DEMONSTRATION PROGRAM IN READING. A program to improve reading and writing skills through the content areas. Approved by JDRP for students, grades 7-8.

Description BASIC's program cycle serves the entire regular education student body of the school across the range of reading abilities for a period of two consecutive years. Appropriately designed instruction is provided to both students who read below grade level and those who read on or above grade level. Based on reading performance, a reading specialist places each student in one of four reading levels. BASIC's emphasis is on the learning of processes which apply to any content area or learning situation. A master set of learning and thinking processes are taught throughout the program for the acquisition of new vocabulary, the improvement of writing skills, reading comprehension, and extension of skills requiring higher cognitive levels of functioning. Students are taught to overview and preview materials before beginning more intensive study; they are taught how to organize materials and information to increase learning efficiency and improve understanding. Instruction is delivered in the English, social studies and math classes through three strands; small group reading and language skills instruction, class size group activities, and computer assisted instruction. Small group activities are scheduled and each participant receives intensive reading and writing skills instrcucion daily in one of the content classes. Two reading specialists and classroom paraprofessionals assist the regular teachers during small group sessions, and meet weekly to maintain instructional coordination.

Contact *Donna Kay LeCzel; Benjamin Franklin Middle School; 1430 Scott Street; San Francisco, CA 94115. (415) 567-0929 or (415) 565-9654.*

Developmental Funding: JDRP No. 83-32 (3/25/83)

A CHANCE FOR EVERY CHILD. A diagnostic/prescriptive program for low-achievers carried out within the regular classroom and monitored by consultants. Approved by JDRP for low-achieving students and their teachers in grades 1-6.

Description A Chance for Every Child uses a team approach to solve the problems of low-achieving students within the regular classroom. Reading specialists work with classroom teachers and principals to develop a sequential program for selected students.

The project's unique success cycle is due to eight factors: the classroom teacher retains instructional responsibility; classroom teacher-consultant dialogue is continual; teacher managerial and instructional skills are upgraded; the student is provided with instruction at his/her individual level; high-interest materials and student recognition are effective motivators; teacher and student attitudes change gradually; high morale is maintained for teachers and students; and achievement, self-confidence and motivation continue to grow.

Contact *Kathryne D. Sowinski, Director; Title I; Van Dyke Public Schools; 22100 Federal; Warren, MI 48089. (313) 757-3438 or 757-6600, ext. 316.*

Developmental Funding: USOE ESEA Title I JDRP No. 76-89 (7/1/76)

CHAPTER I COMPENSATORY READING PROGRAM. A small-group remedial program for children reading below the norm. Approved by the JDRP for grades 2-6.

Description The program goal is to increase the reading achievement of children who read below the norm. The program uses a management system developed by local Chapter I teachers to complement the Systematic Approach to Reading Improvement (SARI) management system developed by Phi Delta Kappa to manage the reading series used in district schools. The program provides sequential objectives and criterion-referenced tests of listening-language, vocabulary, word analysis, comprehension, and study skills. Students are selected for the program according to the level of achievement in the SARI management system. Individual diagnostic reading tests and supplementary instruction are provided by the teacher using materials that correlate with the basal materials used in the classroom. Daily instruction in groups no larger than five lasts 25-30 minutes and takes place in the classroom or a resource room. Children are released from the program once they pass 80% of the classroom SARI tests at the level appropriate for their age and grade. The required close cooperation and weekly planning by Chapter I and classroom teachers results in a consistent reading program for remedial students. Regular inservice workshops help participating teachers to perfect their skills. Personal contact with Chapter I parents is an important feature of the program. Chapter I teachers are released one-half day a week to conduct home visits, make telephone calls, and hold school conferences and coffees.

Contact *Marilyn Miller, Director; Chapter I Compensatory Reading Program; Des Moines Public Schools; 1800 Grand Ave.; Des Moines, IA 50307. (515) 265-4554.*

Developmental Funding: USOE ESEA Title I

JDRP No. 80-56 (2/11/81)
Recertified (1/85)

CHAPTER I READING, GRADES 2-6 (formerly Title I Reading, Grades 2-6). A diagnostic/prescriptive approach to the teaching of remedial reading through a locally developed management system. Approved by JDRP for students grades 2-6 performing at or below the 40th percentile in reading residing in Chapter I attendance Centers.

Description The major goal of the Fort Dodge Chapter I reading projectis to provide individualized instruction for target students so that they may become competent, independent readers. A management system developed by the Fort Dodge staff is the core of the program. It is flexible enough to be adapted to any basal series and to the needs and philosophy of any adopting district. This system has five components. The Hierarchy of Skills is a listing of essential reading skills stated in behavioral terms, placed in sequential order, and divided into three levels of difficulty. The three skill strands within the hierarchy are decoding, lanaguage development, and comprehension. There are pre and post-tests for each skill. The Individual Student Record Form is a chart listing all of the skills in the hierarchy in condensed form. For each skill there is space for pre and post-testing dates and teachers' comments. These forms become the children's individual educational plans and transfer with them if they leave the attendance center. A Resource File consists of instructional materials coded to correspond to skills in the heirarchy and described on file cards, as well as suggestions for teaching specific skills and examples of student activities. The Parent Report Form, "From School House to Your House", is a nonthreatening progress report form to be used when conferences are not held. The Parent Handbook is an idea book of activites for parents to use in everyday situations to build reading skills.

Contact *Carol Johannsen, Chapter I Coordinator; or Gordon Willard, Curriculum Director; 330 1st Avenue North; Fort Dodge, IA 50501. (515) 576-1161.*

Developmental Funding: USOE ESEA Title I

JDRP No. 79-13 (4/17/79)

CLASSROOM INTERVENTION: Individualized Basic Skill Reading Program. An individualized reading program increasing the basic skill reading-achievement levels of inner-city students. Approved by JDRP for pupils grades 1-6.

Description Each student is individually assessed and placed on a level where he/she can function effectively with the curricular materials in use. The student's progress is continuously measured and his/her successes are immediately reinforced. The program is conducted within the regular classroom, using any number of basal reading series. Classroom instruction is coordinated with supportive drill for remedial students in a separate "intervention" classroom. A teacher and an instructional aide are responsible for program individualization within each classroom. Curricular programs are coordinated across grade levels to eliminate student frustration as a result of changing instructional strategies from one grade level to the next. The validators judged the program to be inexpensive to implement and highly motivating for participating students because of its use of contracts and self-correctional procedures and its built-in success factors. The Classroom Intervention Project has three major objectives: attainment of a year's growth per year in regular inner-city classrooms; attainment of a .8 growth in reading per year with contained classes for the educable mentally retarded and learning language disabled; development and implementation of an intervention-center classroom to provide supplementary reading services functionally related to each student's regular reading program, so that achievers acquire reading skills at a rate of 1.0 gain per year.

Contact *Wayne E. Foley, or Robert B. Hamilton; 520 N.E. Ravenna Blvd.; Seattle, WA 98115. (206) 587-4334.*

Developemental Funding USOE ESEA Title III JDRP NO. 75-77 (11/10/75)

PROJECT CONQUEST. A highly individualized diagnostic and prescriptive reading program. Approved by JDRP as a reading program for grades 1-6.

Description Project Conquest, a clinical but flexible approach to reading, diagnoses the child's reading problems through a 17 step diagnostic procedure and prescribes an individualized, structured learning program to be followed by the child throughout the year. The teacher receives extensive training in remediation, testing, and related areas.

Pupils work principally alone in individual carrels while being supervised by clinicians and aides. Clinicians work individually with six students for approximately 45 minutes, four and a half days a week. Friday is game day, and only group activities are scheduled. Learning tasks are selected by teacher and/or student.

Contact *Bettye P. Spann, Director; Conquest Demonstration Site; 1005 State St.; East St. Louis, IL. 62201. (618) 875-8800, ext. 341, 342.*

Developmental Funding: USOE ESEA Title I JDRP No. 74-12 (2/20/74)

IMPROVEMENT OF BASIC READING SKILLS. Approved by JDRP for pupils in grades 1-8 who are reading below grade level.

Description Reading centers providing an individualized approach to remedial reading for educationally deprived children. Reading centers in schools are staffed by a reading teacher who works with 8-10 children per period every day for the regular school terms. Diagnostic tests are administered to determine specific needs of individual children. A "Need Sheet" is prepared to help mastering basic reading skills and to reinforce classroom learning. A "Weekly Plan" listing plans for each child is maintained. Correlation with regular classroom activity is stressed. Teacher's aides and parents are assigned to work with children needing additional help over and above that received in the classroom and reading center. Parent participation is a significant aspect of the project. The primary goal of the project: to meet individual needs of students and help them achieve their potential. Materials used include the Hoffman Reading Program supplemented by numerous other commercially available and teacher-made materials.

Students are selected for the program on the basis of scores from standardized tests (below 50th percentile), scores from diagnostic tests, cumulative record cards, teacher opinions, posttest scores of previous Title I students, and learning disabilities.

Contact ***Philip B. Hammonds, Improvement of Basic Skills; Sylacuaga City Schools; P.O. Drawer 1127; Sylacauga, AL 35150. (205) 249-0393.***

Developmental Funding: USOE ESEA Chapter I JDRP No. 74-109 (10/18/74)

IMPROVING ACHIEVEMENT (READING) THROUGH USE OF TEACHERS AND TEACHER AIDES. A personalized and concentrated reading improvement program for secondary students. Approved by JDRP for students, grades 10-12.

Description This project treats the problem of reading deficiency in secondary students through personalized and concentrated interaction: personalized in that the adult/student ratio is most often one-to-one; concentrated in that instruction occurs daily, one period per day. Each student's reading skills are thoroughly analyzed during the first few weeks. Instruction and rebuilding of attitude begins on a personalized basis at the point of identified deficiency (in many cases at point zero in the reading process). Individual records of areas of weakness and patterns of improvement are maintained. The importance of personal interest and positive reinforcement from the adult aide cannot be overemphasized. Reading instruction develops within the context of the total language arts curriculum. The project teacher and a team of eight aides supplement the regular teacher's instruction.

Contact ***Leon West, Director; Sky View High School Project; Cache County School District; 2063 North 12th East; Logan, UT 84321. (801) 752-3925.***

Developmental Funding: USOE ESEA Title I JDRP No. 74-110 (2/25/75)

INTENSIVE READING IMPROVEMENT PROGRAM (IRIP). A program for staff development of elementary school teachers intended to upgrade reading teaching skills. Approved by JDRP for elementary school teachers serving children in grades K-8.

Description IRIP aims to raise elementary school reading achievement by upgrading teacher skills in reading instruction. One teacher from each participating school serves as a reading resource teacher. IRIP provides this teacher with 30 hours of training in essential theories and methods of teaching reading. The reading resource teacher then returns to school to conduct 30 hours of inservice training sessions for the school's other classroom teachers. Staffing include school reading resource teacher(s) and classroom teachers, and may include a citywide or district coordinator.

Currently, 21 teacher-training units written especially for IRIP are used in the 30-hour preservice for reading resource teachers and the 30-hour inservice for classroom teachers. These units are: Self-Assessment, Test Data Interpretation, Grouping for Instruction, Directed Reading Lesson, Word Attack (Sight Vocabulary), Word Attack (Phonics), Word Attack (Structural Analysis), Comprehension (Vocabulary Development), Comprehension (Literal), Comprehension (Interpretation), Comprehension (Critical Reading), Study Skills (Parts One and Two), Literature Program, Oral Reading Development, Content Area Reading, Audio-Visual Resources, Teaching Reading to Speakers of Non-Standard English, Reading and the Non-English Speaker, and Home-School Partnership.

Contact *Dr. Mattie Williams, Director, Bureau of Language Arts, Chicago Board of Education; 1819 W. Persian Rd.; Chicago, IL 60609. (312) 890-7929.*

Developmental Funding: Chicago Board of Education JDRP No. 74-27 (4/29/74)

IRIT: Intensive Reading Instructional Teams. A laboratory project for second through sixth grade students with difficulty in reading. Approved by JDRP for pupils in grades 2-6 who are deficient in the basic skills of reading and language.

Description IRIT is a carefully individualized diagnostic approach made possible by low student-teacher ratios and the use of a wide variety of materials and equipment. The unique features of IRIT are the high-intensity and team approach toward reading instruction. Forty-five students per team of teachers are selected for each of the three 11-week cycles. The teachers have classes of 15 pupils, all pupils see each teacher daily. The program design includes: individualized reading and vocabulary/comprehension. One team has three areas of concentration: individualized reading, vocabulary/comprehension and mathematics. Students move from one area to the next at approximately one-hour intervals. Pupils return to their sending teachers in the afternoon for instruction in other basic subjects. The individualized reading area offers assignments that enrich the student's background, promote oral and written language skills and instill pleasure in reading. Two teachers teach the skills of vocabulary develoment and comprehension with special emphasis on writing from reading. The IRIT teachers work with the children in the mornings and spend the afternoon preparing the individualized lessons, discussing the skills of the 45 students, coordinating lessons, and updating their individual records; developing new instructional materials based on student needs; meeting with teacher and parents from the sending schools; participating in professional development and training sessions; and providing in-service training for other classroom teachers.

Contact *Donald Carso, Coordinator of Reading and Communication Arts; Mary Wilson, Assistant Coordinator of Reading and Communication Arts; 249 High Street, Hartford, CT. 06103. (203) 722-8736.*

Developmental Funding: USOE Title I JDRP No. 74-11 (2/20/74)

LEARNING TO READ BY READING. A method of teaching reading to low achievers at upper-elementary through junior college levels who have not progressed with conventional methods and materials.

Description The program is a multimedia system for teaching reading, applicable to students reading below 3.0 Grade Placement Level, including nonreaders, and effective through 6.0 GPL. Reading with Symbols (cued reading using familiar objects to represent sounds) begins at primary level and progresses through an approximate tenth-grade reading level; it represents a new approach to phonetic and sight-word vocabulary development. Students (usually in groups of three) read orally to a teacher or aide an approximate 700 pages of cued stories. The system also incorporates "read-along" materials (radio plays, short stories, and captioned filmstrips) to be used in conjunction with upper-level Reading With Symbols materials or alone for students at higher reading levels (GPL 3 and 5-8). Symbols representing 34 basic sounds are learned through use of a workbook. (Instruction on an individual or small-group basis is recommended). Students learn symbol-sound relationships in less than one week. Thereafter, they read orally daily until they have progressed through the set of 16 cued readers. After completion of the first six books (2.0 to 4.5 reading level), the identical stories are read in the uncued version. This cued reading provides a bridge to regular reading and an opportunity to teach the more significant conventional rules of phonics and furnishes an opportunity for assessment of reading progress. Read-along materials (43 short stories and 40 half-hour radio plays) are used at a higher level of the program. Instruction in preparing this type of material as well as read-along captioned filmstrips is provided in the teacher-training program.

Contact *Philip K. Glossa, Director; 18 N. Banner Dr.; Sonora, CA 95370. (209) 532-3556. Orval S. Hillman, Director; Reading Learning Center; P.O. Box 778; Jamestown, CA 95327. (209) 984-5741.*

Developmental Funding: USOE ESEA Title III JDRP No. 74-37 (4/29/74)
Recertified (2/85)

MARC: MULTISENSORY APPROACH TO READING AND READING READINESS CURRICULUM. Emphasis on slow pacing of skills and diagnosis of student needs. Approved by JDRP as a K-1 reading program for students from low-income families in rural areas and as an inservice program for teachers and administrators.

Description Project MARC trains teachers to use a systematic approach in teaching reading. It combines instructional materials, multisensory techniques, and teacher training in a practical, effective program. Students are grouped for instructional purposes based upon continuous diagnosis, and are taught through a combination of activities designed to use all the learning modalities. Kindergarten materials and techniques focus on developing knowledge of letters and sounds as well as concepts. Children are taught letters and sounds through a unique technique called the Linkages, which integrates auditory, visual and kinesthetic modalities to enable children to learn through the avenue most appropriate to their needs. Materials for this level include alphabet booklets, wall cards, an alphabet sound pack, readiness skill sheets and a poetry book, language master alphabet cards, and an alphabet drill pack. First-grade materials emphasize linguistic word families, decoding and work attack skills, and vocabulary and comprehension skills. During initial reading instruction, the teacher uses blending techniques that feature multisensory learning, slow pacing, and reinforcement of the processes involved in decoding. Each lesson focuses on one linguistic or phonetic feature, and workbooks and supplementary materials supply reinforcement activities. As students progress, instruction and reading become more complex. The transition to commercial basal reading materials is easy once children complete the series.

Contact *Annie Ruth Perryman, Director; Project MARC; P.O.Box 98; Crawfordville, FL 32327. (904) 926-7909.*

Developmental Funding: USOE ESEA Title IV-C JDRP No. 79-7 (3/16/79)

PROJECT PRIDE: Professional Reading Instruction with Desirable Effects. A pull-out remedial reading program utilizing modality assessment and diagnosis of the learner's deficiencies in an eclectic approach to instruction. Approved by JDRP for educationally disadvantaged pupils, grades 2-6.

Description The Project PRIDE diagnostic reading program has been designed to be compatible with existing commercial reading programs. Regular classroom teachers and Title I reading instructors use common diagnostic data to plan instruction skill sequences for deficient readers. Participants must be one year or more below grade level in reading. Standardized individual oral diagnostic reading tests are administered on a pre/post basis to students selected for participation. Pretest information is used to determine each participant's weaknesses and proficiencies. Pupils with similar skill deficiencies are grouped together for reading instruction. Groups of five or fewer attend 25-minute reading sessions conducted by certified reading specialists five days per week. Individualized instruction can be provided to pupils with severe reading deficiencies. Title I teachers develop and maintain reading profiles for each program participant. These profiles identify weaknesses and strengths and help teachers plan a program of remediation. Modality assessment is conducted to identify each student's most effective mode of learning. Procedures for remediation of reading skill deficiencies are determined by each pupil's most receptive mode of learning. Teacher-directed instruction provide activities geared to the needs of each group. Individualized instruction provides appropriate independent assignments for every participant.

Contact *Mrs. Marie B. Burns, Chapter I Director; William Penn School District; Bell Avenue Administration Building; P.O. Box 405; MacDade Blvd. and Bell Ave.; Yeadon, PA 19050. (215) 284-8039.*

Developmental Funding: USOE ESEA Title I JDRP No. 79-20 (9/12/79)

PRIOR: Preschool and Improvement Of Reading. A coordinated approach to school experience through readiness in preschool and reading improvement in elementary school. For pre-kindergarten children with developmental delays, grade 1 pupils needing further readiness, and elementary students achieving in the lower three stanines in reading.

Description PRIOR is two Coordinated Chapter I projects: Preschool, which offers a developmental and cognitively oriented curriculum in the year before kindergarten, and Reading Improvement which provides remedial reading to elementary students. PRIOR is an integral part of the school system with building principals being responsible for daily operation. Support services are provided through many school and community resources. A head teacher for each project coordinates staff and program activities. Handbooks guide prescriptive and diagnostic instruction but teachers have considerable autonomy in selection of materials and techniques. Parent involvement, regular staff inservice and comprehensive yearly program evaluation are essential features of both projects. Preschoolers attend three hours per day for 160 days per year in Centers located in schools. A certified teacher, aide and parent volunteer make up the instructional team. Each child in the Reading project participates 30 minutes per day on a pull-out basis. Instruction emphasizes application of reading skills rather than drill and is enriched with creative activites. Procedures for pupil selection, and forms and checklists developed by the staff promote an effective and efficient program operation.

Contact *Melba Treaster, Head Teacher, Poudre School District R1; 2407 La Porte Ave.; Fort Collins, CO 80521. (303) 490-3245.*

Developmental Funding: USOE ESEA Title I JDRP No. 79-24 (5/30/79)

READING ACHIEVEMENT PROGRAM (RAP). A pull-out remedial program to supplement reading instruction. Approved by JDRP for educationally disadvantaged students grades 2-5.

Description To help students overcome difficulties in word analysis and vocabulary skills and to learn basic and special comprehension skills required in content area subjects, eligible students are scheduled into learning centers and provided instruction through a diagnostic/prescriptive system. Scheduling students is a cooperative effort of the Chapter I teacher and the regular classroom teacher that insures daily instructional sessions without interruption of classroom reading or supportive instructional electives, and no more than one interruption weekly of all other major subject areas. Classroom teachers provide Title I students with all classwork that will be missed when attending the learning center sessions. The Chapter I teacher incorporates pupil needs revealed in the classroom with needs diagnosed in the center to promote maximum learning transfer. Using a composite analysis of several criterion-referenced achievement tests, an Individual Reading Profile is developed for each student. Behavioral objectives are used to formulate a prescription to meet the interest and needs of each pupil. A Cross-reference Guide, developed by Chapter I teachers, supplies information on materials available in every center to be used in remediation of a stated skill. Each RAP Learning Center is staffed with a certified reading specialist and a teacher aide who serves about 62 pupils in thirty minute sessions; teach/pupil ratio 6/1.

Contact Mrs. Evelyn F. Prattis; Reading Achievement Program; 500 West 9th Street; Chester, PA 19013. (215) 447-3860.

Developmental Funding: USOE ESEA Chapter I JDRP No. 81-28 (10/21/81)

PROJECT READING IMPROVEMENT. A laboratory and tutorial project attacking the problem of reading deficiencies of children in grades 1-8. Approved by JDRP for grades 2-8.

Description One-to-one instruction is provided by six tutors for first-graders who are having the most difficulty. Reading improvement laboratory experiences are provided for eligible children, grades 2-8. Each of the 11.5 reading laboratories is staffed by a specially trained reading teacher and a paraprofessional assistant. Each professional is a certified reading teacher. Only children whose standardized reading test scores are well below norms established for their age levels are selected as participants. Children are drawn from the regular classroom for 45 minutes of laboratory instruction each day. Laboratory periods are scheduled so they do not conflict with the child's reading instruction in the regular classroom. Each lab consists of small groups of 10 or fewer so that much individual instruction can be given. The standard reading lab is divided into three parts: the first is usually for small-group work in word analysis, the second is for reading specific material listed on a student's folder, while the third is for individual work designed to meet individual needs. Children's reading skills in 277 separate areas are diagnosed, and prescriptive instruction is provided to correct deficiencies. Standardized diagnostic tests and informal reading inventories are administered to each child at intervals throughout the year. Primary emphasis is on comprehension, but vocabulary, speed and accuracy are also stressed. High interest materials and techniques prevail.

Contact *R. J. Claybrook, Assistant Superintendent-ECIA Chapter I Director; P.O. Box I239, Burgaw, NC 28425. (919) 259-2187, 2188 or 2633.*

Developmental Funding: USOE ESEA Title I JDRP No. 74-103 (10/18/74)

READING INSTRUCTION AND PUPIL PERSONNEL SERVICES (RIPPS). A team-approach program to improve reading achievement and self-concept of reading-disabled students. Approved by JDRP for pupils grades 1-4 reading below grade level. This program has also been used in other settings with pupils in grades 5-12.

Description The RIPPS project is a team approach involving classroom teachers, reading specialists, guidance personnel, special services, and parents to improve reading achievement and self-concept of disadvantaged students. The thrust of the program is to identify the child in need of service, diagnose the child's problems, develop an individualized educational program to alleviate the problems, and continually evaluate the child and the program. Through a team effort, the child is made to function more efffectively. The project's main component is a reading services program that serves students directly through individual and small-group remedial instruction and indirectly through a consultant service to their classroom teachers'and parents. Each program participant is evaluated by a guidance/social worker team with output to remedial reading and classroom teachers. In cases where initial evaluation finds that an in-depth evaluation is necessary, the services of a consulting psychological/psychiatric team are employed.

Another important component is total parent involvement, including regularly scheduled parent-teacher conferences, formalized 10-week parent study groups, and parent counseling. The project attempts to identify educationally disadvantaged students as early as possible by providing, together with the school department, an early-identification program.

Contact *Michael W. Mello, Director of Instruction; Portsmouth School Department; Portsmouth, RI 02871. (401) 683-1739.*

Developmental Funding: USOE ESEA Title I JDRP No. 74-124 (12/16/74)

SEAPORT: Student Education Assuring Positive Organized Reading Techniques. A program applying school-based and home/school liaison approaches to remedial reading problems. Approved as a remedial reading program for students in grades 2-3 and 6-12 who are at least one year below grade level.

Description Project SEAPORT is a remedial reading program that provides Chapter I (formerly Title I) students, grades 1-12, with individualized prescriptive instruction in the classroom setting and in a pull-out resource learning laboratory. A skilled reading specialist works with students who have been identified as most in need of remedial services. The program places a strong emphasis on reading activities within content areas. Project success is enhanced by cooperation between the reading specialist and classroom teachers. The specialist provides regular consultant services to teachers. Staff development is a major component of the program. Inservice training is provided for the reading specialist and classroom teachers. Student progress is assessed each year using pre- and posttest scores on standardized achievement tests. Quarterly monitoring and annual needs assessment are integral parts of the annual evaluation. Project SEAPORT activities enjoy a high level of parent/community involvement. Involvement is enhanced by frequent parent-teacher conferences, frequent dissemination of information on project activities to the community, and an annual needs assessment. Subsequent to receiving JDRP approval, Project SEAPORT instituted educational interventions for children prior to entering school. Pre-kindergarten youngsters, identified by home/school liaison staff as having developmental lags, receive instruction and remediation in specific skills.

Contact *Mary C. Macioci, Project Director; Project SEAPORT; Newport School Department Administration Center; Grant Programs Office, Mary St.; Newport, RI 02840. (401) 847-2100, ext. 40.*

Developmental Funding: USOE ESEA Title I JDRP No. 29 (4/9/73)

TEAM ORIENTED CORRECTIVE READING (TOCR). A referral corrective reading program for grades 2-6. Approved by JDRP for grades 2-6.

Description Wichita's Team Oriented Corrective Reading program is a large-scale supplemental remedial reading program operating in the city's Chapter I target public elementary schools, and eligible parochial schools. Instruction is diagnostic, individualized within ad hoc groups of pupils, and correlated with the classroom reading program. Correlation is achieved through use of the Wichita Management System for Reading (including Behavioral Objectives, Student Reading Record Card, and Class Criterion Test Record). Long-range program goals are to improve basic reading skills, use of library media, and pupil attitudes and work habits. The six phases of the program (identification, screening, diagnosis, scheduling, instruction, and evaluation) and its team-oriented philosophy are delineated in the handbook *Team Approach to Reading Success.* The handbook and the Process and Performance Objectives are integral parts of the program; they describe the roles of the different team members and suggest timetables for program activities. Based on research results over a number of years, an eclectic approach, using multilevel, multimedia materials, is emphasized; however, four systems (EDL's Listen, Look and Learn, Hoffman, Psychotechnics, and Random House High Intensity Learning) are operational and may be observed in this urban setting. Evaluation results are based on the Iowa Test of Basic Skills based on spring to spring testing. The total gain was 216 NCE for 1984-85 which compares favorably with results of the national reading studies. Sixty percent of all participants met or exceeded the NCE objective.

Contact *James G. Howell, Director; 1847 N. Chautauqua; Wichita Public Schools USD 259; Wichita, KS 67214. (316) 268-7764 or -7871.*

Developmental Funding: USOE ESEA Title I

JDRP No. 28 (4/4-5/73)

SECTION H: Bilingual/Migrant Education

CHILD: Comprehensive Help for Individual Learning Differences H-3

Confluence of Cultures for an Affluent Tomorrow H-3

Corpus Christi Follow Through Bilingual Project H-4

Early Prevention of School Failure Migrant Program (For Spanish- and English-Speaking Children) H-4

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Migrant Student Record Transfer System (MSRTS)/a Computer Link Offering Variable Educational Records (CLOVER) H-2

NOMAD: Needs and Objectives for Migrant Advancement and Development H-6

Secondary Credit Exchange Program H-6

**Projects currently funded by the NDN*

INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI). A comprehensive instructional program for preschool through third-grade children.

Audience Approved by JDRP for bilingual, limited English proficient, children, preschool through grade 3, teachers, and aides.

Description IBI was designed to do two major things: 1) provide a comprehensive instructional program for children that focuses on teaching English oral language skills and 2) systematically trained instructional staff so they can successfully implement the instructional program. The program was originally used with children whose primary language was Spanish, but it has successfully been used with many other language groups.

Trained staff members provide instruction to small groups of children. Part of the program is individualized and part is conducted in homogeneous small groups, including informal language.

Measurement of child progress is conducted daily. Periodic progress tests are administered.

Staff members receive instruction in classroom management that emphasizes positive reinforcement and training in the implementation of the curriculum materials.

Requirements Two days of inservice training for each selected academic component are necessary. All who will be involved in implementation need to participate. IBI recommends that no more than two components be implemented at one time. Implementing districts need to purchase curriculum and training materials. Two follow-up visits from an IBI staff person are included. It consists of training an on-site trainer in observation skills and additional help or teachers and aides.

Costs Training, curriculum, and testing materials are required for every component adopted. Free brochures and sample material packets are available from the Dissemination Office. Adopters pay travel and per diem expenses of project staff providing adopter site services. Developer can send staff either from Texas or from Washington state.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotitated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

Contact ***Louise Gustafson, Dissemination Coordinator; IBI; P.O. Box 2367; Paxco, WA 99302. (509) 547-8441.***

Developmental Funding: USOE SEA Tiltes I and VII, & OCD JDRP No. 48 4/9/73)

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)/A COMPUTER LINK OFFERING VARIABLE EDUCATIONAL RECORDS (CLOVER). An education and health system for migrant children, preschool-12.

Audience Approved by JDRP as a program for migrant children, preschool through secondary, and teachers aides, nurses, counselors, and administrators.

Description The Migrant Student Record Transfer System (MSRTS)/A Computer Link Offering Variable Educational Record (CLOVER) is a computerized system with 162 terminals located in 44 states. The system serves 49 states, Puerto Rico, and the District of Columbia. Through the MSRTS/CLOVER the process of receiving, storing and transmitting health and educational information is available to all school, education and/or health organizations that serve migrant children. Teachers, nurses, aides, administrators, and others have at their disposal educational and critical health data delivered to their state within 24 hours of a child's enrollment. In four days or less, an in-depth record of educational and health data will be received at the state's designated location. This information may direct the adopter in formulating strategies to assist the migrant child in achieving academically. Curricula being taught to migrant children varies according to the established needs of migrant children at various levels. The system's computer is programmed to provide skills-based information in the areas of reading, math, early childhood, and oral language. The health system provides the most updated reporting of health problems to insure continuity of health services by using the International Classification of Diseases (ICD.9.CM) and the physician's Current Procedural Terminology (CPT), 4th edition.

Requirements Interested adopters who have migrant children in their school or other education or health agency may contact the state director of migrant education in their state. If this information is not available, write or call the contact person listed below. Implementation requirements will be based on the level of participation.

Costs Training packets are available at no cost. Training and follow up are available at no cost. Other agencies outside the U.S. Department of Education that serve migrants may use computer time at a negotiated cost.

Services Awareness materials are available. Visitors are welcome at project sites by appointment, Monday through Friday 8:00 a.m. through 4:30 p.m. Training is conducted at the project site (adopter paying its own costs). If training is conducted out of the state of Arkansas, costs are to be negotiated. Quarterly workshops are held in February, May, August, and November.

Contact *Nolan McMurray, Administrator for Special Services and Technical Advisor; Migrant Student Record Transfer System; Arch Ford Education Building; Capitol Mall, Little Rock, AR 72201. (501) 371-1857.*

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 19 (4/4-5/73)

PROJECT CHILD: Comprehensive Help for Individual Learning Differences. A comprehensive program utilizing all possible resources to meet physical, emotional, educational, and social needs of migrant farmworkers and rural families. Approved by JDRP for infants through adults of all abilities, English-, French-, or Spanish-speaking.

Description A child's education cannot take place in a vacuum— solated from family and community or ignoring personal and family needs that may be handicaps to learning. CHILD incorporates individuals, agencies, and community resources, daytime, evenings, and weekends. The project serves Black, Algonquin Indian, Mexican-American, Puerto Rican, and white rural/migrant families. A 12 hour day-program (Children's Demonstration School, Child Development Center) is complemented by: the In-Camp Learning Program, an evening educational component in homes and camps for parents and older siblings; a Weekend Recreational Program for entire families; dental and health services; an Aide Training Program, which trains and employs parents and older siblings as classroom aides; and pre- and inservice education for teachers and staff. Students' needs are assessed, objectives are behaviorally stated, related resources and high-interest learning experiences (rather than textbooks) are identified, and evaluative devices are determined. Academic instruction emphasizes reading skills for all age levels. Career education is an integral part of all programs. Staff development prior to and during the program improves teaching skills and sensitivity. CHILD no longer operates the summer program as mechanization had delayed the need for workers until September. CHILD materials, awareness, training and follow-up continue to be available.

Contact *Gloria Mattera, Director; BOCES Geneseo Migrant Center; Holcomb Building 210; Geneseo, NY 14454. (716) 245-5681.*

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 23 (4/9/73)

CONFLUENCE OF CULTURES FOR AN AFFLUENT TOMORROW. A program designed to attack the problem of deficiencies in English performance for the Spanish-speaking child. Approved by JDRP for bilingual students of all abilities in grades 4-6.

Description The project incorporates both Spanish and English to help students achieve their educational goals. It stresses the need for proficiency in both languages, while acknowledging English as the first language. Curriculum structure consists of performance objectives (for math, reading, language arts, culture, and heritage) evaluation tests, and mastery charts of each child's objectives. No single approach is used. Teachers enroll voluntarily and receive training through Texas Education Agency Institutes.

Contact *Socorro A. Garza; Alice Independent School District; 200 N. Reynolds St.; Alice, TX 78332. (512) 664-0981, ext. 41.*

Developmental Funding: USOE ESEA Title VII JDRP No. 75-56 (6/27/75)

CORPUS CHRISTI FOLLOW THROUGH BILINGUAL PROJECT. An early childhood education program providing bilingual instruction, ancillary services, parent involvement, and staff development. Approved by JDRP for Hispanic students of limited English-speaking ability, grades K-3, from low-income families.

Description The Corpus Christi Independent School District Follow Through program is a research and development program designed to extend the benefits of Head Start into the primary grades. The program serves approximately 800 students in two elementary schools.

The primary objective of the instructional program is to provide for the unique needs of Hispanic students of limited English-speaking ability. Instruction is designed to accommodate the individual student's English and Spanish oral language proficiency and learning style. The Follow Through Project incorporates the Southwest Educational Development Laboratory (SEDL) model into the local district's regular instructional program. The SEDL model is based on the premise that children from low-income families need a developmental program. At the kindergarten level, the model stresses visual, auditory, language, motor, and pre-writing skills. In the first, second and third grades, the language development and reading components of the model stress the development of the student's communication skills. Initially, instruction is given in the child's dominant language, so that skills acquired in the first language may be transferred to the second. The Social Education program utilizes a multimedia approach to develop social concepts and promote cultural awareness.

Contact *Resource Center Specialist; Follow Through Resource Center; Zavala Elementary School; 3102 Highland; Corpus Christi, TX 78405 (512) 884-0611.*

Developmental Funding: USOE Follow Through JDRP. No. 77-140 (9/1/77)

EARLY PREVENTION OF SCHOOL FAILURE MIGRANT PROGRAM (For Spanish and English-Speaking Children). A program designed to prevent early school failure in migrant children. Approved by JDRP as a screening and curriculum planning program for migrant children ages 4-6 in regular or short-term programs.

Description The Early Prevention of School Failure Migrant Program provides the necessary screening assessment to determine the migrant child's strengths and needs in developmental skill competencies. The project provides a follow-up program for teachers and parents that helps children prepare for formal reading and writing. The program was adopted during the summer of 1974 by 10 migrant sites in Illinois, Ohio, and Michigan and 18 in Minnesota. Since JDRP approval, the program has been adopted in 20 other states for summer and/or regular migrant programs.

The directors of the summer migrant program selected Early Prevention of School Failure during spring 1974 to assess the developmental level of children age 4 and 5 entering the summer migrant programs. The highly demanding work of learning to read and write requires the development of many prior skills before a child can undertake the complex neurological task of understanding written and oral language. Migrant children at age 6 often are introduced to many formal aspects of reading and writing considerably out of harmony with their developmental timetable. The Early Prevention of School Failure Migrant Program provides instructional activities in gross and fine motor, visual and auditory perception, and receptive and expressive language. Training in these areas is valuable for subsequent reading and writing experiences.

Contact *Lucille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.*

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 77-116 (4/19/77)

HOUSTON INDEPENDENT SCHOOL DISTRICT BILINGUAL PROGRAMS. A bilingual/bicultural program providing initial instruction in the child's native language and cultural environment. Approved by JDRP for students grades K-12.

Description This program is designed to serve Spanish-speaking students by developing culturally and linguistically appropriate curricula, providing relevant training for teachers and aides, developing parent and community involvement in the educational process, and generally effecting a change in attitudes toward bilingual education. The intent of this program is threefold: to help students become fluent and literate in English, to increase students' achievement in all content areas in English or Spanish, and to facilitate students' cultural growth. Initial instruction in all content areas is given in the students' native language, while a strong English language development program is provided. As students attain proficiency in English they are phased into instruction in English, but may continue in Spanish language development and Spanish reading in schools where the program is provided through the sixth grade. State adopted materials are now provided for grades K-3. Other materials are provided through state and local funds for grades 4-6. In addition, curriculum guides, performance objectives and other materials for all grade levels have been written locally. At the secondary level, the program includes English as a second language for monolingual Spanish students, and bilingual courses for students who have already attained some degree of bilingualism.

Contact *Augustina Reyes, Executive Director; Bilingual Department; Houston Independent School District; 3830 Richmond Ave.; Houston, TX 77027. (713) 623-5126.*

Developmental Funding: USOE ESEA Title VII JDRP No. 75-52 (6/24/75)

INDIVIDUALIZED SPANISH CAREER ORIENTED MATERIALS (ISCOM). A conversation based, career oriented, Spanish language program. Approved by JDRP for Secondary School Spanish course students.

Description ISCOM facilitates the learning of career-oriented materials in Spanish by students in secondary school courses of Spanish Levels I, III, and IV and Office Services. Students learn grammatical concepts and their application along with dialogues, narratives, and vocabulary lists representing everyday settings that prepare them to converse in the world of work. ISCOM replaces the regular program at Spanish Levels I and III, and serves as supplementary instructional materials in courses of Spanish Level IV and Office Services.

Contact *Dr. Mirta R. Vega; School Board of Dade County; Portable 6; 150 Northeast 19th St.; Miami, FL 33132. (305) 350-3941.*

Developmental Funding: JDRP No. 83-23 (3/14/83)

NOMAD: Needs and Objectives for Migrant Advancement and Development. A school year tutorial, summer education, and family unit program designed to meet the needs of migrant students through individualized instruction. JDRP approved for students of all abilities.

Description The school year tutorial program operates in conjunction with the county's school districts. Certified teachers provide daily intensive instruction in reading, math, and language usage to each student at his or her development level. Enrichment activities in appreciation of culture and the arts and self-concept development are integral parts of the curriculum. The teacher counsels students in social behavior, adjustment to new school situations and teachers, attendance, completion of school, and the advantages of education.

The summer program provides six to eight weeks of experiences planned to compensate for the migrant child's interrupted education. Curriculum includes nutrition and health care, cultural enrichment, career awareness, prevocational opportunities, reading, math, language arts, science, and social studies. Students 10 years of age and older participate in three of the following prevocational programs on a half-day basis: secretarial/clerical, power mechanics, building trades, and commercial art. Students are pretested; identified needs dictate behavioral objectives for each child. The curriculum includes a preschool program designed to prepare migrant children for school. Children are assessed individually and assigned development skills. Social, motor, and oral language development are emphasized. Classrooms are staffed with a teacher and an aide, one of whom is bilingual.

Contact *John H. Dominguez, Jr., Director; Van Buren Intermediate School District; 701 S. Paw Paw St.; Lawrence, MI 49064. (616) 674-8091, ext. 214.*

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 21a (4/9/73)

SECONDARY CREDIT EXCHANGE PROGRAM. A continuation school for secondary-grade migrant students who have been attending school in another district or state and are not able to continue school because of the need to work. Approved by JDRP for migrant high school students who must transfer credits from one district to another.

Description The students transfer into the credit exchange alternative schools and are enrolled in the same schedule of classes they followed at their home-base school. They are given individualized and small-group instruction and complete their course of study in the receiving school. Upon completion of the term, their credits are transferred to the home school on an official high school transcript.

Classes meet at a time when the students can attend, usually in late afternoon or early evening. Certificated staff are employed and the content of the work at the credit exchange school is identical to the work at the home school. Students can attend a combination of their home school and the credit exchange schools for all four years of high school and graduate on target with their classmates who do not migrate.

Provisions are also made for non-English-speaking students and students who have dropped out but wish to return to school or pursue a GED.

Contact *David W. Randall, State Coordinator; Secondary Credit Exchange Program; P.O. Box 719; Sunnyside, WA 98944. (509) 837-4344.*

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 77-113 (4/17/77)

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PROJECT CAP: Boston Mountains Educational Cooperative's Career Awareness Program. A program for infusing career awareness into the regular elementary curriculum, emphasizing the relationship between careers and basic academic skills.

Audience Approved by JDRP for students of all abilities, grades 1-8; kindergarten and ninth grade programs are available.

Description Career awareness becomes an integral part of pupils' grades K-9 through the use of learning activity packets. For each grade level, there are 32 different packets representing 30 occupations. Each packet includes a career story incorporating the concepts of work as a way of life; the tasks performed; the tools, training, education, and personal traits needed; and the general earnings to be expected. Pupils are provided the opportunity to exercise individual preferences, to use problem-solving skills, to be creative, and to develop decision-making skills. Each packet also includes an academic skill that is in the regular classroom curriculum and closely relates to the career studied. The worker's need for this skill, teaching facts or information, and practice activities for developing or improving that skill are provided in each packet. A posttest (review) covering the career concepts completes the packet. Care has been taken to show students that school subjects are important and related to the world of work.

The packets are designed to be completed in 15-30 minutes. They may be used to introduce, review, or reinforce their companion academic skills at the appropriate times.

Key Elements: teachers and administrators have received inservice training in infusing Project CAP into the classroom; sufficient materials have been provided for all participating teachers and pupils; pretest is administered (posttest planned for); teachers are using materials in accordance with plans made at training workshops.

The original data submitted demonstrated that the treatment schools out-performed the control school by a large margin. At every grade level, group differences were highly significant. The recertification data indicates equal or greater improvement in effectiveness.

Requirements Training for teachers and project administrators in the adopting districts is provided by Project CAP staff during a four or five hour workshop. Further inservice visits are possible if requested. Experience has shown that administrator and teacher support results in a strong program.

Costs A set of 32 learning activity packets (25 copies of each) for a single grade level, $105. Teacher's manual, $5. Principal's or coordinator's manual, $3. These materials are available only to adopting schools.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state. Project staff are available for out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (trainer travel and per diem must be paid). Follow-up services are available to adopters (costs to be negotiated).

Contact *Jeanne Leffler, Director, or Dorthea King, Assistant Director, Box 13; Greenland, AR 72737. (501) 443-3336.*

CAREER ASSESSMENT AND PLANNING: A program providing career guidance for 9th grade students.

Audience Approved by JDRP for 9th grade students.

Description The program provides a structured year-long career guidance curriculum that meets for one, fifty-five minute period each day. Coordinated by a counselor, it may be taught by a classroom teacher from any subject area. The program assists students in adjusting to high shcool and the future by helping them plan for the world of work through structured lessons in study habits, decision-making, goal setting, job seeking skills, getting along on the job, and self responsibility.

The program is organized into ten units; (1) orientations to high shcool and career planning; (2) interest and ability testing; (3) study skills; (4) decision-making; (5) career planning and high school course planning; (6) responsiblity at home, school and work; (7) getting along on the job; (8) goal-setting; (9) parent-teacher-student conferences; (10) computers and you.

Program participants out perform control group students at statistically and educationally significant levels in three areas: (1) knowledge of decision-making process; (2) knowledge of goal-setting strategies; (3) knowledge of effective study techniques. Program impact was determined by comparing the gains of treatment vs. control groups with a t-test ($p < .001$).

Requirements The curriculum can be adopted as a semester-long or a year-long course. In addition, districts can choose all or any of the units from the curriculum for adopton. A training workshop is required for all staff involved in the Career Assessment and Planning Curriculum.

Costs Training fees (cost to be negotiated). Teacher manual, $20; student manual, $10. Price for manuals is reduced for orders of 150 or more. Additional costs for filmstrips and testing materials available upon request.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Staff are available for out-of-state awareness meetings (cost to be negotiated). A training workshop is available at adoption sites (cost to be negotiated).

Contact *Allen Johnson, Project Coordinator, Career Assessment and Planning, Godwin Heights Public Schools, 7 East 36 Street, Wyoming, Michigan 49508. (616) 245-0461.*

Developmental Funding: ESEA Title IV-C JDRP No. 83-47 (10/14/84)

CAREER DEVELOPMENT PROGRAMS. A career education effort that exemplifies the integrated approach to career development by utilizing career education activities as part of the ongoing curriculum.

Audience Approved by JDRP for students of all ability levels in grades K-10. This program has been used in other settings with grades 11 and 12.

Description This program continually demonstrates the relationships between basic curriculum skills and eventual worker roles. The program conforms to the State of Ohio model; thus, it provides for three career development stages: Career Motivation (K-6), Career Orientation (7-8), and Career Exploration (9-12). The motivation program develops positive attitudes toward task completion, pride in accomplishment, awareness of the variety of workers, the dignity of work, and self-worth. During the orientation stage, students study the relationship between curriculum skills and occupational areas, worker characteristics, and identify personal work values, interests, and abilities. The exploration phase introduces in-depth studies in occupational areas of student choice, and builds on realistic career exploring experiences with a heavy emphasis on decision making.

During all three stages of the program, seven developmental areas are integrated into all school subjects by teachers. These are: education and training, the individual and environment, world of work, economics, self, employability and work adjustment, and decision making. A major element of the program is the involvement of community members and workers of all types as collaborators with educators in preparing youth for entry into a changing work force and the skills needed to prepare for productive participation in a highly technical society.

RequirementsA group of teachers, a single school, or an entire district can adopt the program. Project coordination can be provided by a teacher, counselor, principal, or an assigned coordinator. Successful implementation depends on intensive staff inservice where concepts, materials, and sample activities are introduced. The project makes extensive use of community resources by means of special ongoing community-based programs involving local business, industry, and labor.

Costs Start-up costs will vary depending on the intensity of activity expected in the beginning year and the number of teachers involved in the adoption. A minimum suggestion for initial training and purchase of materials for a building would be $3,000. The Akron Schools serve 37,000 students with a budget of $5 per student.

Services Vistors are welcome at the project site by appointment. A trainer can be made available for awareness training. (Expenses to be paid by requesting site). Implementation training can be conducted in Akron or at the adopting site. (Adoption district to pay expenses.)

Contact *Nick Topougis, Director of Career Education Programs, 65 Steiner Ave.; Akron, OH 44301. (216) 434-3404.*

Developmental Funding: USOE BOAE

JDRP No. 78-181 (5/25/78)

CERES: CAREER EDUCATION RESPONSIVE TO EVERY STUDENT. A career education program in which students practice their basic skills as they develop attitudes and decision-making skills in a world-of-work mode.

Audience Approved by JDRP for all students grades K-12.

Description CERES is a comprehensive career education infusion program for grades K-12. The program purpose is to provide students with the basic academic and employability skills necessary for competent, productive performance both in school and after leaving school. The program is tailored to the developmental ages of students at the different grade levels. The objectives are that students will: 1) identify and practice responsible work habits 2) acquire knowledge of diverse occupations (training preparation and job duties) and 4) apply basic skills to career decisions and actions (job seeking and job-retention).

CERES enhances instructional time and makes education more efficient. CERES prepares students for the employment trend of the future. CERES is easy to use. The materials are self-contained and do not require extensive supplementary resources. They are flexible and may be used by any teacher, with students of various abilities, and at various levels ranging from an individual classroom or school to district-wide use.

CERES includes systematic, institutional management procedures to enhance and strengthen the involvement of local business and community groups.

RequirementsThe project's activities are easily transportable since they can be implemented without disrupting existing programs. The program can be adopted by individual teachers and/or schools. Two days of staff training are advisable.

Costs Program instructional, management, and evaluation materials are available at cost. Release time is required for training. Installation costs for full district adoption (5,000 students) is estimated at $6,750 or $1.35 per student.

Services Awareness materials are available at no cost. Visitors are welcome on scheduled days. Limited staff for out-of-state awareness, training, and follow-up sessions. All costs to be reimbursed.

Contact *Dr. M. Robert Adkison, Superintendent; Virginia H. Lish, Ceres School District; 2503 Lawrence Ave., Ceres, CA 95307. (209) 538-0148.*

Developmental Funding: USOE Career Education JDRP No. 78-182R (4/26/83)

CAREER PLANNING SUPPORT SYSTEM. A set of materials for implementing a comprehensive high school career development program.

Audience Approved by JDRP for high school staff.

Description The Career Planning Support System was developed between 1971 and 1973 by the National Center for Research in Vocational Education in response to an apparent need for the application of systems methodology to career education. The result is an extensive set of printed materials and filmstrip-tapes describing a comprehensive organization framework and procedures that school staff can use to set up an accountable, school wide high school career development program. (CPSS defines development as the acquisition of non-technical skills needed for a person to be able to work.)

Five elements are considered essential for a systematic planning process: a structure that makes provision for leadership and active committee work, assessment of local career education needs and use of the results in establishing the program, a set of career development goals listed in order of importance, behavioral objectives related to these goals, and activities for students related to these objectives. The printed materials and filmstrip-tapes provide the necessary training to plan, implement, and evaluate a comprehensive career development program.

RequirementsUse of the set of printed materials and filmstrip-tapes by school staff and students for one academic year is required. A designated CPSS Coordinator directs the CPSS implementation with the help of a four- to eight-member committee, two temporary task forces, and the cooperation of the principal and other administrative personnel.

Costs Personnel costs for one staff member (one-third to one-half time); cost of a complete set of materials, approximately $80; cost of consumables, approximately $50.

Services Awareness materials are available at no cost. Inquiries are welcomed by contact persons and at demonstration sites. Training can be provided at adopter site (costs to be negotiated).

Contact *Harry Drier; National Center for Research in Vocational Education; 1960 Kenny Rd.; Columbus, OH 43210. (614) 486-3655 or (800) 848-4815.*

Developmental Funding: National Institute of Education JDRP No. 80-5 (5/23/80)

CAREERWAYS: A multimedia career education program designed to increase students' knowledge about the world of work and reduce the negative effects of stereotyping of course selection and career choices.

Audience Approved by JDRP for students of all abilities in grades 7 and 10.

Description CAREERWAYS is designed to assist students in identifying and overcoming obstacles based on sex-role and other kinds of stereotyping and to encourage students to begin their career preparation by enrolling in school courses related to their career aspirations. The program consists of 12 thirty-minute televison programs, 12 fifteen-minute sound filmstrips, 24 display-sized study prints, and a teacher's guide. The television programs present examples and effects of stereotyping and emphasize the importance of making career decisions on the basis of interests, abilities, and values. They feature 32 on-the-job interviews with men and women who have been successful in careers considered nontraditional for members of their sex and/or ethnic group. These role models discuss the characteristics of their jobs and the interests, preparation, and abilities that have led to their successes in nine career cluster areas—the Arts, Agriculture, Athletics and Recreation, Business and Office, Health Care, Industry, Science and Engineering, Services, and Transportation. The sound filmstrips parallel the television programs. The teacher's guide contains an outline of each program and offers specific suggestions to motivate students' interest. Follow-up activities include self-assessment of interests, simulations of jobs, and basic skills practice in career contexts. The CAREERWAYS project has received validation as a California State Department of Education, "Exemplary/Incentive Dissemination Program". As a result of their experiences with CAREERWAYS, 7th and 10th grade students gained more on the Career Knowledge Survey than their control counterparts. Project students also demonstrated increased freedom from sex-role stereotyping, as measured by the Career Attitude Survey. Additionally, 88 percent of both treatment males and females enrolled in elective career-related higher mathematics courses and were able to more clearly identify career goals, as compared to 38 percent on the control group; while general district data reveals that only 8 percent of its male and female students were enrolled in career-realted higher mathematics courses, effectively limiting many of their future career opportunities.

RequirementsThe program can be implemented as a self-contained career unit at one grade level by one or more teachers following the teacher's guide, or as a school-wide career program tracked into several subject fields. A one-day training workshop is strongly recommended.

Costs Adopters may choose one of three packages to implement the program. Package 1 ($250) includes 12 filmstrips, 24 study prints, and 1 teacher's guide. Package 2 ($750) includes 12 video cassettes, 24 study prints, and 1 teacher's guide. Package 3 ($1,000) includes 12 filmstrips, 12 video cassettes, 24 study prints, and 1 teachers guide. Additional teacher's guides and study prints may be purchased separately. Training requires one-day released plus trainer's travel expenses and per diem.

Services Awareness materials are available at no cost. Arrangements can be made for visits to demonstration sites. Consultations, training, and follow-up services are available at the expense of the requesting institution.

Contact ***Dr. Ruth Rich, Project Director, Los Angeles U.S.D., Office of Instruction, 450 North Grand Ave., Los Angeles, CA 90012 (213) 625-6411; Sharon Seib, Project Disseminator, Los Angeles U.S.D., 1320 West Third Street, Rm 54, Los Angeles, CA 90017, (213) 625-6429.***

Developmental Funding: Developed under ESEA, Title IV

CENTER FOR EDUCATIONAL DEVELOPMENT/CAREER GUIDANCE PROJECT, A K-12 infusion model designed to develop knowledge and skills in self-awareness, and career exploration.

Audience Approved by JDRP for students of all abilities grades 4-12, teachers, administrators, counselors, and community members. This program is also available for and has been used in grades K-3.

Description The Center for Educational Development is an interdistrict organization that coordinates and delivers a variety of career education services to all county schools. The project has several major components; direct services to students; services to school staffs who need help in planning or implementing career education activities; selection and maintenance of up-to-date career education media and materials for use by all county school staffs; coordination of community resources, such as volunteer aides, speakers, and work experience/exposure sites; conduct of parent discussion groups; and a variety of other services, such as career education implementation unit development and services to special education teachers.

The approach to career education in Pima County is often referred to as "infusion," that is, the continued demonstration of the relationships between academic subjects and particular occupations or the world of work as a whole. Infusion redirects the focus and intent of school subjects without changing subject content. For example, addition may be taught by totaling prices on restaurant checks in a simulated coffee shop instead of by adding numbers on blank paper.

Elementary level activities focus on self-awareness and an introduction to career areas. Activities in grades 7-9 focus on a wider study of careers and use of decision-making skills. Activities at the high school level are aimed at giving students career exploration and uses of academic skills in various careers.

Requirements The model is a counselor/consultant design that may be adapted to any educational setting, according to available personnel, facilities, and other resources within the adopting district. Requirements for adopting districts include qualified counselors or student-services personnel, commitment to the model, appropriate media and materials, and teacher-training time. Between two and two and one-half days of preservice training and additional follow-up inservice training are required.

Costs Costs of preservice and inservice training for adopting staff and evaluation (testing, scoring, reporting) are borne by adopters. A minimum suggestion for initial training and purchase of materials needed by teachers and counselors is $3,000.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Center staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adoption site (all expenses must be paid, including trainer's fee, cost of training materials, trainer's travel and per diem). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *Don Lawhead, Director; Center for Educational Development; 545 N. Camino Seco; Tucson, AZ 85710. (602) 296-2397 or 5451.*

Developmental Funding: USOE Educational Professions Development Act JDRP No. 78-177 (8/10/78)

PROJECT DISCOVERY. A systematic approach to prevocational exploration that allows the participant to search for a career theme, "not just a job."

Audience Approved by JDRP for individuals of all abilities, age 12 and up, including minority groups, the deprived, and the handicapped, as well as "typical" populations.

Description Project Discovery kit activities can be used alone for exploration or combined with other activities (occupational-information materials, shadowing, work experience programs, work evaluation, and employability skills training) to form a more comprehensive system. Forty-three exploration kits and a Guidance and Counseling Component comprise the "Regular Edition." Kits contain hardware and software necessary to perform work activities. These activities include individualized, written instructions (fourth through sixth grade reading level) in cartoon-style format. Participants gain experience and a feeling for work by performing these activities. Guidance and counseling activities assist in processing information.

Fifteen exploration kits, the "Special Edition" are designed for special-needs populations, including disabled readers. Modifications of the Regular Edition were based on field-testing in schools. The resulting changes include a lower reading level (second through fourth grade), addition of an introductory book, "First Look Book," cassette tapes, and a revised set of guidance and counseling materials. The Guidance and Counseling Component allows staff to help participants more effectively "process" these experiences. Guidance materials include a manual, instructor's notes for each kit, and a 16mm film.

Requirements The Discovery approach to pre-vocational exploration offers various adoption possibilities. There are numerous models, but most follow one of the three basic formats: the Exploration Center Approach, where all kits are located in one large open or subdivided area with students scheduled for explorations; the Multiple Classroom Approach, with kits located in two or more rooms with separate staffings; and Mobile Approaches, where kits are circulated among different buildings or transported in a mobile lab. Staffing requirements vary accordingly.

Costs Forty-three Project Discovery exploration kits plus Guidance and Counseling Component comprise the Regular Edition. 15 Project Discovery exploration kits plus Guidance and Counseling Component, cassette tapes and low reading level instructions comprise the Special Edition. Individual cost from $80.00 to $895.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact *William Horner; Experience Education; 103 S. Broadway; Red Oak, IA 51566. (712) 623-4913.*

Developmental Funding: USOE BEH, and Career Education JDRP No. 78-161 (3/15/78)

PROJECT EQUALITY. A project aimed at reducing sex-role stereotyping and expanding students' perceptions of job options open to females and males alike.

Audience Approved by JDRP for grades K-6.

Description Project Equality proposes to reduce sex-role stereotyping in students with materials designed to counter such stereotypes in occupational and home sex roles. Project-developed materials which may be used independently or in combination provide students with nontraditional sex-role models. All materials are self-contained, easily adapted to a variety of classroom settings, require no additional staffing, and fit within the context of subjects the teacher is already expected to cover. Most require 15-45 minutes' use per day over a two- to three-week period. Activities are simple, interesting, and experiential, making them usable with students of different ability levels. Six Occupational Simulation Packets ($6.25 each) feature a hands-on career education activity based on the isolated job skill concept. This concept singles out a saleable skill required for a wide variety of jobs and already possessed in some measure by students. As students identify and use the skill in a hands-on simulated work experience, it becomes clear that a skill required for one type of work can often be transferred to another. Discussion questions emphasize these points. The six packets ("Color Discrimination" and "Crawling and Squatting" for grades K-2, "Assembling" and "Creativity" for grades 3-4, and "Measuring" and "Oral Persuasion" for grades 5-6) are sensitive to many kinds of discrimination: illustrations show a mix of races and sexes, and K-2 packets include a discussion of how to use the activities with handicapped children. Packets include lesson plans and a list of required support materials. Kits containing all required support materials are available, ranging in price from $155-$375. The *Yellow, Blue* and *Red Book,* for grades K-6 ($26), is a large loose-leaf notebook containing many ideas for short-term activities that help teacher and students expand their awareness of sex-role stereotyping and broaden their views of sex roles in the home and appropriate job opportunities for qualified people. Activities in the yellow area take 10-20 minutes to carry out, those in the blue area require 20-40 minutes, and those in the red, more than 40 minutes. *Many Thousand Words—Work Pictures,* for grades K-6 ($26), is a loose-leaf book containing pictures of women and men, girls and boys in a variety of nonstereotyped work settings; a variety of skills and abilities is depicted. Discussion questions focus on the job skills needed and on whether possession of those skills is limited by sex.

Requirements Staff: district career education director and/or curriculum director, principal, school librarian, and six teachers. Training: one one and one-half day training session; optional one-day follow-up meeting. Total cost for staff development of implementation team and all interested teachers (to a maximum of 60): $800 plus travel costs for two trainers.

Costs If all materials are used, total cost is $1,789. Estimated continuation cost is $75 a year. Materials can be used by all district elementary schools in turn. Assuming 3,000 K-6 students in a district, first year cost of implementing the program is $.85 per pupil.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project (adopter pays only its own costs). Training is also available at adopter site and at turnkey sites in Bellevue, Washington and Farmington, Utah (all expenses must be paid, including trainers' stipends). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***John Ross, Director of Federal Programs; Highline School District; 15675 Ambaum Blvd. SW.; Seattle, WA 98166. (206) 433-2454.***

Developmental Funding:
USOE ESEA Title III and IV-C and Women's Educational Equity Act Program JDRP No. 78-180 (5/25/78)

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Far West Laboratory]. A competency-based alternative program that asks students to step outside the classroom walls for approximately half of their school time.

Audience Approved by JDRP for students of all abilities grades 9-12. This program has also been used with grades 7-8, with adults, and with disadvantaged, migrant/bilingual, gifted and talented, and handicapped populations.

Description EBCE is a secondary education program that uses the entire community as a school. Learning is accomplished through carefully planned activities that capitalize on the knowledge and expertise of business people and other community resources. These activities effectively combine academic learning, basic skills, and career awareness.

EBCE can be a full-time alternative program distinct from the traditional school (even located off-campus), or it can be operated as an in-school option to supplement traditional instruction. Teachers become coordinators of student learning and help students select and use community sites (business, industrial, labor, cultural, professional, governmental, and environmental) as primary resources to meet curriculum objectives. These community resources are developed and analyzed by staff so information about the nature of the resources and possible learning activities is available to students. Preliminary exploration is followed by intensive visits to resources. Using the experience of these visits, as well as a variety of traditional and non-traditional resources, students complete individualized projects they design under staff supervision, that incorporate specific academic, life skill, and career development objectives. Program emphasis is on skills needed for lifelong learning. Students are held accountable for their own time, learning and behavior, with expectations of increasing maturity and responsibility. Program handbooks and materials offer guidelines within which students and staff make decisions as well as tools for documenting students' plans and progress. The program usually relies on an advisory committee composed of parents, students, and representatives of education, business, and labor. Students can earn both required and elective credit.

Requirements Communities adopting EBCE report greater success when staff has participated in several days of program design and planning plus five days of training in the new procedures this innovation requires. It is desirable for new staff to visit an operating EBCE program. Inservice consultation after the program is operating has been found useful. Some programs use separate facilities as the EBCE learning center; others remodel or use existing building space. Student transportation options must be examined, as well as time and resources for community site recruitment and utilization to adopt the program.

Costs EBCE programs operate at approximately the average secondary per-pupil costs in most districts.

Services Descriptive materials are available at no cost. Operational handbooks and other program materials available at cost. Awareness conferences can be arranged (cost to be negotiated). Visits to a demonstration program in most regions can be arranged. Planning assistance, training, and on-site follow-up technical assistance are available through a network of trainer-consultants; these services are usually available at no cost when several adoptions are involved (otherwise costs are negotiable and will depend on travel schedules, geographical region, and other factors).

Contact ***Ted Kildegaard, EBCE Dissemination Project; National Experience-Based Career Education Association; 3220 Sacramento St.; Berkeley, CA 94702. (415) 567-2330.***

Developmental Funding: NIE JDPR No. 75-22 (5/7/75)

OCCUPATIONAL AND CAREER DEVELOPMENT. A sequential career education program focusing on student awareness, exploration, and preparation.

Audience Approved by the JDRP for students of all ability levels, K-12.

Description The program emphasizes awareness and orientation at the elementary level, exploration and orientation at the middle-school level, and preparation and information at the secondary level. The program is built around a career education theme that has as its process goals: student evaluation of self-characteristics, exploration of broad occupational areas, introduction to the economic and social values of work, introduction to the psychological and sociological values of work, consideration of educational and training alternatives, and development of student decision-making skills related to the other goals. Analysis of the process goals led to the development of six elements that have been incorporated into career education activities at all grade levels. These elements are: hands-on activities, role playing, field trips into the community, resource people in the classroom, subject-matter tie-ins, and introduction to occupations in the community relevant to students' interests and abilities.

The curriculum unit approach was chosen as the original structural framework for implementing career education because Cobb County teachers felt more comfortable with units. The concurrent and overlapping nature of the elements stimulated individual creativity and permitted flexibility within any given unit. Teachers were encouraged to plan unit activities related to the curriculum and focused on students' interests and abilities. Through use of the six elements and the unit approach, teachers were given a basic framework with which to develop activities to meet their students' needs.

Requirements Project may be implemented by a single teacher, but effectiveness is increased if small groups of teachers are involved in staff-development workshops where concepts, materials, and suggested activities are introduced and experienced. Such workshops should be conducted with teachers grouped according to year/grade levels or subject areas.

Costs Forty-six Elementary Curriculum units $90; 51 Elementary-Middle School Curriculum Units, $100; 30 Middle School-Senior High Units, $70; complete set of 64 units, $120. Usually, existing allotments for staff development can be used. Additional per-pupil cost is negligible, depending on available resources. Program costs can be managed through alternative use of existing materials and utilization of other resources.

Services Curriculum-centered units and other materials are available at cost to serve as planning guides. Limited visitation is available by appointment. No training is conducted on-site. Training can be conducted off-site on a limited basis (staff costs must be paid).

Contact *Judy Comer, Career Education Supervisor; Cobb County Public Schools; P. O. Box 1088; Marietta, GA 30061. (404) 426-3411.*

Developmental Funding: USOE BOAE

JDRP No. 74-7 (1/18/74)

POSEN-ROBBINS CAREER AWARENESS SERIES IN EARLY CHILDHOOD

Audience Approved by JDRP for grades 1-3

Description The Posen-Robbins Career Awareness Series introduces primary grade children to adult careers and occupational roles, and the skills needed to enter them. The Curriculum is designed for infusion into ongoing skills lessons. There are 48 career awareness/basic skills reinforcement lessons available for use in K-1 and 96 for use in grades 2 and 3. A year-long program is available at each grade level. The following sequence is offered:

Grade K: Transportation and Hospital Work
Grade 1: Dentistry and Law Enforcement
Grade 2: General Office Work, Sales, Manufacturing, and the Performing Arts
Grade 3: Agribusiness, Ecology, Marine Science, and Communications

For grades K-3, there are twelve instructional resource units (150 pages each) in loose leaf binder format. Each unit contains daily lesson plans, worksheets for duplication, transparencies, bulletin board designs, guides to field trips and resource persons, poems, plays, and songs. In addition, a complete inventory of materials (along with addresses of suppliers and prices), a bibliography for teachers and students, and films and filmstrip suggestion is also included. Criterion-referenced tests for pre and post evaluation enable teachers to assess progress.

Lessons, while fulfilling different career awareness learning objectives, reinforce the basic academic skills of listening, speaking, reading, writing, and learning vocabulary. Additional skills include group discussion, dramatizations, media interpretation, and fine motor and social skills. Contents of science, social studies, health/safety, art, music and poetry as well as language arts and math are incorporated into the units.

Children involved in the program demonstrated superior performance on the Posen-Robbins Early School Career Awareness Test. All results were statistically significant in favor of treatment group beyond the $p<.01$ level. CTBS testing also indicates that the program has positive impact on basic skills. Illinois State Board of Education Validation received June 1981.

Requirements The basic requirements for adoption are that a school or district purchase the career education curriculum materials, plus some commercial materials necessary for the implementation of the lessons, and appoint a person (librarian or volunteer) to coordinate the program. The program coordinator will find adequate instructions in the Administrator's Guide. The school district should operate the program in at least one school for one year.

Costs The cost of the Administrator's Guide, Curriculum Guides and cassette tapes is $160. Depending upon how much of the lesson-related commercial materials are already in the adopting school district, the cost of the commercial materials may be up to $650. Most district already have many of the necessary materials such as filmstrips, study prints, books, and substitutions and adaptations of commercial materials is encouraged.

Services Awareness materials are available at no cost. A thirty minute video tape (1/2 inch) of the program being implemented in the classroom is available on loan. Effective implementation of the program can be achieved by following instructions and suggestions in the Administratior's Guide and in each of the twelve Curriculum Guides.

Contact ***Mrs. Ramune M. Rackauskas; School District 143 1/2; 14545 California Avenue, Posen, Illinois 60469, (312) 425-4266 or Dr. John A. Rackauskas, Department of Early Childhood Education, Chicago state University, Chicago, IL 60628, (312) 995-2349.***

Developmental Funding: NIE

JDRP No. 83-49 (10/14/83)

WAYNE CAREER EDUCATION PROGRAM: A series of three sequenced curricula leading to career choices.

Audience Approved by JDRP for all students in grades 8 and 9, and for non-college-bound students, grades 11-12.

Description Three strands have been developed by the Wayne Career Education Program for three grade levels.

Career Awareness, grade 8. The curriculum provides methods, materials, and activities for students to examine careers within the structure of career families, and from this experience, to choose an occupation and plan ways of gaining employment in that occupation.

Career Exploration, grade 9. The curriculum is centered on ten cycles, each focused on a career area. Classes meet daily for 18 days, then rotate to the next cycle. Career areas include business and office, marketing and distribution, health, commercial art, consumerism, food, industry, and mechanical contracting. Teachers of cycles are subject matter specialists.

Employment-Seeking Skills, grades 11-12. In Phase I students apply research skills taught in English classes to the writing of a career research report during a nine-week period. They also cover resumes, employment/college applications and interviewing techniques. Phase II provides job placement services for part-time work to assist non-college-bound students in their transition from school to the world of work.

The three career curricula were evaluated by means of pretest-posttest control group studies using standardized tests. Gains made by students in the program averaged 7% (for Career Awareness), 11% (for Career Exploration), and 13% to 17% (for Employment Seeking Skills) higher than those made by control group students.

Requirements All of the strategies and products can be duplicatd in a new location. Adopters need to plan staff development activities with the help of project staff, purchase the materials, and provide a system for ongoing monitoring and support activities. No additional staff is necessary to adopt the program if existing personnel are used. A three-day on-site training session is sufficient for preparing staff for implementation.

Costs Career Awareness installation cost is $11.10 per pupil (N=200); Career Exploration, $20.85 per student; Employment-Seeking Skills, $11.50 per pupil. This includes training of four teachers or counselors.

Services A separate manual for each curriculum is available. Also available are "Parent's Guide," "Community Speaker's Guide," School Field Trips—"The Host's Guide," and "Taking Field Trips—Teacher's Guide," as well as "My Progress Report for Careers."

Contact ***Thomas Hudak, Program Director, Wayne Career Education Program, Wayne Township Public Schools, 50 Nellis Drive, Wayne, New Jersey, 07470. (201) 694-8600.***

Development Funding:
Vocational Education Act and Career Education Incentive Act.

JDRP No. 83-48 10/21/83

CAREER EDUCATION RESOURCE CENTER PROGRAM (CERCP). A program to increase self-appraisal, occupational information, goal selection, planning and problem solving. Approved by JDRP for students in grade 10.

Description Although this program was developed for large, urban, principally minority-student school systems, project staff assert that it can be used by any system whose graduates face potential unemployment owing to inadequate training in work values and insufficient knowledge of career possibilities.

Coordinated activities take place in the Career Education Resource Center, the classroom, and the community. The project employs the infusion approach to weave career education content into instruction in academics, counseling and supplementary student activities. In the academic disciplines, competency-based lesson plans and instructional materials are used to integrate career education into subject area content. Each semester includes a minimum of 40 instructional sessions lasting between 45 and 70 minutes.

Program activities include student assessments, teacher training, individual and group guidance, field experiences, minicourse instruction in test taking, life skills, and career decision making, career research and exploration, a career-focused newspaper, parent seminars, and community involvement activities.

Contact *Essie Page, State Coordinator of Career Education; District of Columbia Public Schools System; P.O. Box 40720, Washington, DC 20004. (202) 724-4015, 4016, 4017.*

Developmental Funding: USOE Emergency Sch. Asst Act. JDRP No. 80-4 (4/22/80)

CAREER INTERN PROGRAM. A program aimed at dropout prevention at the secondary school level. Approved by JDRP for students grades 10-12 who have been designated by school officials as having dropped out of school or as having the potential to drop out.

Description Applicants are dropout and potential dropout students from Philadelphia, Detroit, Hudson Valley, New York and Seattle high schools. The selection criteria are: lack of consistent school attendance; inability to adjust to public schools; no major disciplinary problems; family adjustment problems; negative shifts in academic achievement levels. After prospective students are recruited, they are exposed to the intake interview. They are also tested to determine if they have attained the minimum fifth-grade reading level requirements for admission. They are then scheduled for orientation and admitted to the program. Interns participate in the following courses during the first phase of the program: math, English, history, science, reading, career counseling seminar, cultural arts, typing, graphics, consumer math, humanities, and foreign language. Career-oriented activities are employed, such as field trips, seminars, mini-fairs, and resource speakers. The curricula consists of career-oriented subject matter integrated into academic subject matter. At least one counseling session is conducted every two weeks. Advanced courses in the aforementioned disciplines ensue. On-site exploration of careers in which interns have expressed interest is conducted. Career-oriented activities and counseling support continue. College preparatory activities are implemented for college-bound interns. Arrangements are made to place interns into OJT, advanced skills training, and employment slots.

Contact *Robert Jackson, Program Manager; OICs of America, Inc.; 100 W. Coulter St.; Philadelphia, PA 19144. (215) 438-9800.*

Developmental Funding: National Institute of Education JDRP No. 77-119 (6/1/77)

PROJECT CDCC: Career Development Centered Curriculum. A coordinated career development program with teacher-developed classroom units that focus on career awareness, self-awareness, and introduction to decision making. Approved by JDRP for student of all ability levels in grades K-6.

Description This program helps children move through the career development process smoothly and helps them understand that basic skills are used daily in the "outside world." The 3 major outcomes of the program are: increased awareness of life roles, development of and practice with decision-making skills, and enhanced self-concept formulation. The program consists of 27 curriculum units focused on a variety of career awareness and self-awareness topics. Each unit contains goals, specific instructional strategies, suggested resources, and evaluation instrumentation. The units include learning and practice in math, communication arts, science, and social studies while contributing to the career development aspects of each individual's growth. The units employ several teaching strategies, such as role playing, discussions, work sheets, field trips, and use of role models and audiovisual materials. Time of implementation for each unit is approximately 2 instruction hours per day for a period of 1 to 3 weeks. One unit is taught during each 9-week grading period at each grade level. The project's inservice component assists teachers in planning for and implementing unit activities in their classrooms. This program offers a set of well-developed teaching materials that are sequenced, coordinated between grade levels, easily adapted, and designed to be incorporated into existing social studies and science curricula, with built-in evaluation components and high interest activities for children.

Contact *Sonya Townsend, Project Secretary; Coloma Community Schools; Administration Building; P.O.Box 218; Boyer Rd.; Coloma, MI 49038. (616) 468-6785, ext. 46.*

Developmental Funding: USOE ESEA Title III   JDRP No. 78-168 (3/16/78)

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Fond du Lac, Wisconsin]. A career exploration program which integrates community experiences, and basic life skills. Approved by JDRP for students of all abilities, grades 11 and 12, who wish to explore careers while earning high school credit.

Description The goal of the Fond du Lac Experience-Based Career Education program is to help students look at themselves and at various career options in a realistic and mature manner through use of community resources with the guidance of a professional staff. Students experience responsibility and develop the decision-making skills necessary to form a career plan.

The Fond du Lac program allows high school juniors and seniors to earn academic credit while exploring careers in the community. Academic work is related to career exploration experiences, which helps students realize the relevance of subject matter to the real world of work. Heavy emphasis is placed on problem-solving and decision making skills. Students are required to complete activity sheets on such basic life skills as banking, insurance, personal loans and budgeting.

Instruction is on a one-to-one basis, and academic work is geared to each student's interests, abilities and needs. A Career Guide helps the student to relate each career experience to his/her own values and needs.

Contact *Ronald R. Nelson, Director; Goodrich High School; 382 Linden St,; Fond du Lac, WI 54935. (414) 929-2790 or 929-2740.*

Developmental Funding: USOE BOAE   JDRP No. 79-4 (9/27/79)

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Northwest Regional Educational Laboratory]. A partnership program between school and community, integrating basic skills, life skills, and career development. Approved by JDRP for grades 9-12.

Description EBCE can be a full-time alternative program distinct from the traditional school (even located off-campus), or it can be operated as an in-school option to supplement traditional instruction. Teachers become coordinators of student learning and help students select and use community sites (business, industrial, labor, cultural, professional, governmental, environmental) as primary resources to meet curriculum objectives. Short term explorations are followed by longer visits called learning levels. Utilizing the experience of these visits, as well as a wide variety of traditional and non-traditional resources, students complete individualized projects that are written to specific academic, life skill, and career development objectives. Students are assisted in developing skills in time management and short- and long-range planning. They are held accountable for their own time, learning, and behavior, with expectations of increasing maturity and responsibility. Students must demonstrate proficiency in a variety of competencies to the satisfaction of community experts. The program usually relies on an advisory comittee composed of parents, students, and representatives of education, business, and labor. Students earn both required and elective credit and receive a regular high school diploma. Adaptations have been made for gifted programs, migrant students, JTPA youth employment projects, and corrections agencies. Training and technical assistance available at cost.

Contact *Larry McClure, Program Director; Education and Work Program: Northwest Regional Educational Laboratory; 300 S.W. Sixth Ave.; Portland, OR 97204. (503) 248-6800, ext. 430.*

Developmental Funding: National Institute of Ed. JDRP No. 75-22 (5/7/75)

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Research for Better Schools, Inc. (RBS)]. A program of inquiry and planning that integrates school and community experiences to help students develop life goals, career choices, and post-secondary plans. Approved for student of all abilities, grades 9-12.

Description This program focuses on five basic goals for students: preparation for career opportunities; growth in communications skills and mathematics; increased accuracy and breadth in student perceptions of their environment; enhanced motivation to learn; and increased ability to plan, solve problems, make decisions, and take action. Three interrelated components form the RBS EBCE Program; Career Development, Career Guidance, and the Academic Resource Center. Career Development directs students into the community for career explorations and contact with working adults. Career Guidance helps students to integrate their job site activities with personal and academic interests, needs, and skills through structured group and individual guidance sessions. The Academic Resource Center provides individualized instruction in mathematics and communication skills. The existing school program, of which RBS EBCE is designed to be part, provides the remainder of students' academic needs. RBS EBCE was not developed for use in a rigid, predetermined manner. It was meant to be stretched and molded to fit the circumstances of the particular community and school district.

Contact *Louis Maguire, Development Division Director; Research for Better Schools, Inc.; 444 N. Third St.; Philadelphia, PA 19123. (215) 574-9300.*

Developmental Funding: National Institute of Ed. JDRP No. 75-22 (5/7/75)

HEAR: Human Educational Awareness Resource. A curriculum infusion model with built-in staff development to increase work options and reduce effects of stereotyping. Approved by JDRP for students of all abilities, grades 4-9. It has been used in other settings with grades 1-3 and 10-12.

Description Project HEAR consists of Primary, Intermediate and Secondary Learning Units, integrated into a student's regular curriculum over a 45-day time span. Learning Units are sequentially organized and designed for use in any existing classroom structure with any discipline; they may be adapted to multiple learning needs. Project HEAR combines reading, writing, verbal, audiovisual, and simulation gaming experiences. Activities are varied and afford students opportunities to work individually and in groups. Project HEAR aims to make students aware of their needs, skills, strengths, aptitudes, and motivations. The program relates a variety of occupational information to the student's self-concept. Emphasis is placed on choosing and examining alternatives in order to make decisions. At the elementary school level, the primary goal of the program is to change students' views about the world of work and to break down occupational stereotypes. At the upper levels, the program aims to increase students' knowledge of the world of work and to align their occupational choices with their occupational interests, aptitudes, and abilities. Project HEAR's curriculum is designed to help students gain insight without judgment of succes or failure, to lead students to a successively widening exploration of the world outside themselves, and to teach them decision-making skills and provide skill-building activities. Self-awareness, career awareness, and decision-making are the threads that weave the project's components together.

Contact *Joel Geller, Director; Project HEAR; Cogent Associates; 306 Alexander St.; Princeton, NJ 08540. (609) 921-1484.*

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 78-185 (5/31/78)

MATCHING ATTITUDES AND TALENTS TO CAREER HORIZONS (MATCH). A program designed to infuse career education into the regular K-8 curriculum, with a component for staff development and self-evaluation.

Description Project MATCH is designed to infuse a career education component into the regular curriculum of a K-8 school district program. The program emphasizes career education in three ways: by an infusion process built around the various content areas, by experiential activities within the classroom for real-world understanding, and by wide-ranging study and research opportunities that are centered in career education yet keyed to the content areas. The project has developed behavioral objectives in 10 areas of career education, a grade-by-grade guide to achieving these objectives, a series of curriculum infusion units that integrate career education concepts into most curriculum areas, special individualized programs, a simulation program in civics, and career education evaluation instruments (both formative and summative). Training sessions for program implementation have also been developed. During the two-day inservice session, teachers are introduced to the project and to ways they can assist in planning for implementation and evaluation. Optional inservice for professional development is also available. The 10 goal areas of MATCH are career awareness, self-awareness, attitude development, education awareness, economic awareness, consumer competencies, career orientation, career planning and decision-making skill development, and civic responsibility. Project materials include teacher guides, consumables for students, game designs, bulletin board idea sketches, evaluation instruments, administrative guides, and a filmstrip for general program description.

Contact *Darvel Allred, Project Specialist; Ontario-Montclair School District; 950 West "D" St.; P.O. Box 313; Ontario, CA 91761. (714) 983-7412 or -9501, ext. 235, 179.*

Developmental Funding: USOE ESEA Title IV-C JDRP No. 78-167 (3/16/78)

OCCUPATIONAL VERSATILITY. (O.V.). An exploratory prevocational experience for all students in a general multiple-activity industrial arts shop. Approved by JDRP for grades 6-9 in industrial arts. This program has been used in other industrial arts settings with grades K-5 and 10-12.

Description Occupational Versatility is a method whereby students learn in an exploratory industrial arts program. Throughout the learning procedure, the educator both creates the scene in which the learner functions and provides counsel. The learner is responsible for selecting, directing, managing, and evaluating his/her performance. The degree of learner responsibility increases as he/she progresses through the program. Facilities provide opportunities for work in areas that include, but are not limited to: woods, plastics, power, electricity/electronics, sheet metal, wrought iron, forge and foundry, welding, graphics, drawing, career information, and general industries. Classes are heterogeneous, composed of boys and girls from different grade levels. Two or three instructors form a teaching team to supervise student activities. Students have access to a variety of information resources, to instructors, and to more-experienced peers. O.V. has been applied in one-teacher shops. The O.V. method has been expanded into four phases: the Awareness Phase, for the elementary school; the Exploratory and Emphasis Phases, for the junior high school; and the Preparatory Phase for the high school. Adaptations of the O.V. method have also been applied to the home economics and art areas.

Contact *Dr. Sam Porter; Dept. of Tech.; Western Washington State University; Bellingham, WA 98225. (202) 676-3380.*

Developmental Funding: USOE ESEA Title III

JDRP No. 12 (4/17/73)

OPENING THE DOORS. A career education curriculum infusing reading readiness and writing with built-in staff development to reduce effect of stereotyping. Approved by JDRP for students of all abilities in grades K-3.

Description Although 90% of all American women will work for part of their lives, girls still aspire to a narrower range of careers than boys, and boys still view girls within a narrow occupational scope. The developers of this interdisciplinary, multimedia career education curriculum assume that if children in the early years can be taught to allow flexibility in role identification, their future occupational choices can be based not on sex-role stereotyping or societal expectations but on individual potential. On the premise that children learn by doing and that learning is fun, learning activities combine reading readiness, writing, oral, verbal, visual, simulation, and learning experiences. Students work individually or in small or large groups. In the K-1 curriculum, four dramatic play units give children opportunities to construct a work environment and experience occupations. Learning centers allow children to select their own activities, thus enabling them to become more independent, responsible, and socially cooperative. Language arts activities improve verbal skills and build positive self-image. Learning activities for grades 2-3 follow a logical sequence and help students to look at themselves, the world of work, and decision making. An activities resource guide describes 150 activities; the rationale, goals, and objectives for each; suggestions for implementation; and alternative strategies.

Contact *Joel Geller; Cogent Associates; 306 Alexander St.; Princeton, NJ 08540. (609) 921-1484.*

Developmental Funding: USOE/Career Education

JDRP NO. 80-36 (12/9/80)

UCLA ALLIED HEALTH PROFESSIONS PUBLICATIONS. A three-year student-oriented program designed to introduce secondary school students to allied health occupations. Approved by JDRP for secondary students.

Description The purposes of the program are to acquaint students with the allied health field and provide them with training in it; to offer students positive educational experiences to encourage and motivate them to continue their education; to give students skills and information with which they can compete and move upward in the world of work; to give students a better understanding of the health field to make them better consumers of its services; and to guide them into positions, occupations, and training programs for further education. The sequenced series of student objectives is based on inventories of tasks requisite to specific health careers, ranging from biomedical photography to ward management.

Contact *Miles H. Anderson; University of California Extension; Allied Health Professions; Sakin Bldg; 10962 LeConte Ave.; Los Angeles, CA 90024. (213) 825-2608.*

Developmental Funding: USOE BOAE JDRP No. 73-1 (12/13/73)

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**Projects currently funded by the NDN*

COMMUNICATION PROGRAM. A program to help young children who have a variety of communication and language handicaps. (Procedures adapted for regular education classrooms and for a variety of special education classrooms from elementary through high school).

Audience Approved by JDRP for children from birth to age 6 in early childhood programs with identified or suspected communication deficits (not related to current hearing loss).

Description The Communication Model Program was designed to serve classes of young children whose delays and disorders result from a variety of known and unknown etiologies frequently accompanied by other developmental lags or associated handicaps. The program offers training for classroom teachers and speech language clinicians in the management of communicaion behaviors. Classroom management is a critical component. The training also provides experience in team decision making. Teachers and/or parents are asked to identify their concerns about a child's communication ability or language skill. Assessment tools are used to support the concern and document the severity of the problem. Data obtained during classroom activities provide supplementary information. Team members plan individualized programs for each child, arrange for implementation of these programs, and see that data are gathered. Individualized instruction essential to management of target behaviors is achieved by furthering communication skills in a variety of activities during the school day. All language programs are related to the child's communication needs in the environment. Mutual decision making and implementation of programs immediately useful to the child are critical elements of the procedures. Personnel trained in this program have identified the following competencies as uniquely acquired at the training site: ability to identify language problems through classroom observation; ability to plan management strategies that can be implemented in the classroom; ability to arrive at decisions with members of a different discipline. The speech language clinician assists the teacher in developing strategies to promote communication, and plans and implements finely sequenced programs in a variety of language areas. Parents are an integral part of the team.

(Communication Programs and Programs for Children with Downs Syndrome and Other Developmental Delays were both developed by the Model Preschool Center for Handicapped Children, University of Washington, Seattle).

Requirements The essential components needed to implement the Communications Model are a teacher and a speech/language clinician. Ordinary school materials and room arrangements are used. Developmentally oriented assessment tools are needed to document child progress. Training can be provided at the project site or at the Experimental Education Unit.

Costs Local costs include salaries for qualified teacher, aides, and speech/language clinicians. Equipment, supplies, building maintenance, and transportation typical of any quality program.

Services Awareness materials are available. Inservice sessions can be arranged on request (costs to be arranged). Project staff can attend out-of-state conferences (expenses are frequently covered). Requests for adoption training or training in components of the model should be directed to Dr. Fewell.

Contact ***Rebecca R. Fewell, Director; Model Preschool Outreach Program Experimental Education Unit, WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.***

Developmental Funding: USOE BEH

JDRP No. 75-64a (9/3/75)

COPE: Cognitively Oriented Pre-Preliminary Experience A comprehensive sequentially programmed pre-primary curriculum and management system that provides for individual developmental growth and learning of basic readiness skills.

Audience Approved by JDRP for pre-primary students in pre-kindergarten, kindergarten, and transitional first grade from low- and middle-income families including those with developmental lags and learning disabilities.

Description COPE's wide range of activities and objectives (2-6 years developmentally) makes it effective for use with pre-primary children from varied socioeconomic backgrounds and with varied learning needs.

The program is diagnostic/prescriptive. Based on the child's skills and development at entry, he/she works through a series of activities to reach advanced objectives. With its well-defined, step-by-step, closely sequenced levels, the 850-page curriculum is extremely helpful both in determining a child's needs and in stimulating outstanding intellectual and language growth. Each level is essentially a mini-lesson plan complete with objective, materials, method, and evaluation. Children pursue the objectives through individualized small-group and large-group instruction as well as in free-inquiry situations.

The curriculum consists of two areas: The *Developmental Area* contains levels in perceptual-motor and conceptual language development; the *Achievement Area* contains units of instruction in reading, math, science, social studies, and health/safety.

Teachers and paraprofessionals who attend a COPE workshop not only learn to use the curriculum materials, but also come to understand a complete classroom management system that helps them put the program to use in their own particular teaching situations.

Requirements Program may be implemented in an individual classroom, a single school, or a district. Any implementary teacher must attend a one-day workshop. Workshops are most often conducted at district or regional sites, with administrators and paraprofessionals frequently attending with teachers. Workshops are also conducted at the demonstration site. Facilities, space, and instructional equipment required are those typically found in elementary schools.

Costs One set of COPE curriculum is required per classroom at cost of $60 per set. Workshop handouts necessary for all participants at cost of $12 per person. A wide variety of inexpensive teacher-made and commercially available materials may be used with curriculum.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Mary Alice Felleisen, Director; Project COPE; 38 N. Waterloo Rd.; Devon, PA 19333. (215) 688-7993 or 687-6252.***

Developmental Funding: USOE ESEA Title III

JDRP No. 75-49 (5/16/75)

DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project. A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.

Audience Approved by JDRP for small groups of children ages 2-6 with learning and social behavior problems. This program may offer greater potential for larger groups of normal children ages 2-6.

Description Developmental Play is both a relationship-focused activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play rather than school work, it is a structured program in which participants (first child-to-adult and then child-to-child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and express their feelings. When successfully implemented, the program creates the atmosphere of a large family whose members experience warmth, caring, and openness with each other.

Small groups of children meet together with the same number of adults. Each child is assigned to one adult who becomes that child's parent for that hour. The goal is to stimulate an attachment relationship between the adults and children just as good parents become attached to their children. The rationale is that through this attachment process the child learns the basics for being able to learn reading, writing, and arithmetic in a school setting.

Weekly sessions are divided into three parts: individual child-adult play, circle time for group activities, and juice time for closure. Supervision is provided for participating adults to help them analyze their experiences with the children.

Requirements Internship training for people with backgrounds in psychology, social work, early childhood education; follow-up visits to sites; follow-up and advanced training for leaders. On one level, the DP approach can be utilized as an enrichment program for whole classes, grades K-3, by using the circle time activities. It is primarily a training program that requires intensive training for the adult leaders.

Costs When implementing DP as a remedial program for small groups of children with learning and social behavior problems, the per-learner start-up costs for a three-year program are less than $20. There would be no additional per-learner monthly operational costs for a school with an elementary school counselor or psychologist who could devote a minimum of one-half day per week to the program.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 822-0158 or 442-1171.***

Developmental Funding: USOE ESEA Title III JDRP No. 74-116 (12/6/74)

EARLY PREVENTION OF SCHOOL FAILURE. This program is designed to prevent school failure by identifying the developmental levels and learning styles of children ages four to six years. A follow-up program is also provided.

Audience Approved by JDRP as a screening and curriculum program appropriate for children ages 4-6. Inservice program valuable for teachers of kindergarten, first grade, early childhood and migrant programs, administrators, special education resource, physical education teachers, Chapter I and diagnosticians.

Description Early Prevention of School Failure has demonstrated that effective screening, diagnostic and classroom techniques can identify, remediate, and ameliorate developmental delays, problems or deviations in gross and fine motor skills, that could adversely affect future school performance. Major findings have shown that the project has reached or surpassed expectations in all areas. Gain rates of high-risk students over a three-year period averaged from 1.39 months to 3.12 months growth for each month in the program. Students with moderate learning needs also achieved according to expectations by surpassing standardized rate for this age level as measured by the Gates McGinite Reading and Metropolitan Achievement Tests. Another important finding showed that the gains made during kindergarten persisted into subsequent years.

The training provides professional assistance to teachers so that they may acquire skills and competencies in matching curriculum to levels of development. The screening process evaluates the whole child through analyzing his/her modality development. A computer program simplifies the conferencing process to provide teachers and parents with an individual student profile. In addition, the computer program groups the children according to need so that the teacher can plan the 15-20 minutes of daily modality instruction appropriately. The EPSF program materials include screening instruments, classroom management guides, classroom activity guides, parent materials and literature folders for teaching the high process thinking skills.

Early Prevention of School Failure is being used with children whose first language is English, Spanish, Cambodian, Laotian and Vietnamese. Screening tests and parent materials have been translated into these languages.

Requirements Attendance at a 2 or 3 day training by a team of at least four professionals (kindergarten and/or first grade teachers, special education teachers/psychologist/speech therapist/ Chapter I teachers, and administrators should be included on this team). Implementation of the project components of: 1) screening; 2) conferencing; 3) educational follow-up; 4) parental involvement; and 5) evaluation. A follow-up inservice is recommended.

Costs Costs of implementing the program includes: 1) Substitute pay for those members of the team to attend the two day training; 2) Consultant fee or travel per diem; 3) Curriculum Materials (Non-consumable), $65 per classroom; (4) Screening Materials (Non-consumable), $100 per team; (5) Conferencing Option - Computer Program $70 (one time investment); 6) Follow-up Staff Development.

Services Project will supply awareness materials and resource information to any interested person upon request. In addition, yearly newletters are disseminated to all prior adopters to keep them current. State consortium meetings and leadership conferences are available. Many states have certified trainers that can provided inital services at convenient times and locations. Early Prevention of School Failure has linked with other NDN programs to provide expanded staff development and curriculum resources.

Contact ***Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-46 (5/14/74)
Recertified (11/84)

FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY ("Seton Hall" Program). A program that prepares the parent to be the child's first and most significant teacher.

Audience Approved by JDRP for parents and their children ages 4-5. This program has also been used with parents and their children age 3 through kindergarten, and with Title I and special education classes.

Description A child's capacity to learn is not entirely inherited, but is developed. Most of a child's basic intelligence is formed by the time he/she reaches school age. Parents are very effective educators, but need information on teaching methods and materials. Home environment has a greater effect on academic achievement than does the quality of the school. A warm, intimate, continuous loving and sharing can grow from the parent's role as first teacher. Such relationships with parents give the child support, confidence, motivation, and feelings of self-worth basic to continuous success in education. This is the philosophy basic to District 742's venture into early childhood/family education.

Family Oriented Structured Preschool Activity is designed to involve all parents and their children in preschool and/or kindergarten activities that stimulate and reinforce interaction within the family. Parents accompany their child to the neighborhood elementary school once a week from September to May for a two-hour session. While at school, parents work and play with their children at learning stations set up in basic skill areas within an environment designed to meet the developing needs of the whole child. Parents observe formal model teaching and informal child-teacher interaction and participate in a discussion group facilitated by a parent educator. In this supportive, caring environment, they learn how to be with their child as they teach. Home-activity kits are designed to promote parent-child interaction and growth in basic skills, based on a validated assessment of the child's skills. Both parent and child become more confident in relating to the staff, principal, and kindergarten teacher, and this atmosphere of trust between home and school continues in grades K-6. Family Oriented Structured Preschool Activity Program does its own effectiveness evaluation pre and post program participation. It has been determined that there is a 28% growth in skills with natural maturation factors taken out. FOSPA is in its 13th year of operation and has 500 area families involved each year.

Requirements Adoption may be total or partial (to be negotiated). Staff: a parent educator and a teacher or teacher assistant on part- or full-time basis, depending on number of families served. (Example: 30 families = three groups at two hours of contact time per week = six hours.) Facilities: a room for parent discussion group and an early childhood room. Many sites use a kindergarten room after school hours. Training: a two day workshop.

Costs Materials: A Guide To Establishing and Directing the Program, $40; Parent Handbook, $10; In-center Learning Stations, $15; Children's Room Curriculum, $10; Parent Discussion-Group Curriculum, $15; At-Home Activity Kits, $45; Supplemental Home Activity Kits, $35 (all available only to adopters). Equipment: for learning stations, $390; one set of Activity Kits, $360.

Services Awareness materials are available at no cost. Visitors are welcome Monday through Thursday, day or evening, October through April, by appointment. One-day in-depth awareness presentations are available for out-of-state meetings. Two-day training work-shops are available at project site. Two-day training workshops can be conducted at adopter site. Costs of training range from $150-$200 a day. Follow-up technical assistance can be provided by telephone or visit to adopter site.

Contact ***Jeanne Chastang Hoodecheck, Program Director; Area Vocational Institute and #742 Community Schools; Parent/Child Programs. 1212 N. 29th Ave.; St. Cloud, MN 56301. (612) 253-5828.***

Developmental Funding: USOE ESEA Title III

JDRP NO. 75-48 (5/15/75)

HIGH/SCOPE PRESCHOOL CURRICULUM (fomerly Cognitively Oriented Preschool Curriculum). A preschool program with the designated purpose of mainstreaming mildly and moderately handicapped children with nonhandicapped children.

Audience Approved by JDRP for preschool children of all abilities.

Description The High/Scope Preschool Curriculum is an open-framework model derived from Piagetian theory. The curriculum originated from one of the first early childhood intervention programs of the 1960s, the Ypsilanti-Perry Preschool Project, and was further developed with funding as a demonstration project in the First Chance Network for preschool handicapped. Through designated key experiences for children, teaching and parenting strategies, and child-observation materials, the curriculum provides a decision-making framework. Within this framework, teachers design a classroom program that reflects the expressed needs and interests of the children being served. This approach emphasizes the identification of the child's status on a developmental continuum by examining his/her strengths and accomplishments. The project views discrepancies in behavior between handicapped and nonhandicapped age peers as developmental delays, not as deficiencies. Basing their tasks on this orientation, teachers initiate developmentally appropriate experiences in the classroom that reflect the basic long-range goals of the program. These goals are: to develop children's ability to use a variety of skills in the arts and physical movement; to develop their knowledge of objects as a base of educational concept; to develop their ability to speak, dramatize, and graphically represent their experiences and communicate these experiences to other children and adults; to develop their ability to work with others, make decisions about what to do and how to do it, and plan their use of time and energy; and to develop their ability to apply their newly acquired reasoning capacity in a wide range of naturally occurring situations and with a variety of materials. The plan-do-review sequence encourages children to achieve these goals by involving them in decision-making and problem solving situations throughout the day. The teacher's role is to support the children's decisions and encourage them to extend learning beyond the original plan. Similarly, teachers rely on a basic room arrangement and daily routine designed to stimulate and support active learning.

Requirements The model can be used in an individual classroom. Inservice training for the classroom teaching team is required.

Costs The approximate cost per child for the initial year of implementation is $171 for personnel training, $55 for materials, and $23 for trainer travel. Total cost for the second and subsequent years is $48 per child. Cost calculations assume that the curriculum is being adopted by an existing program; personnel and facility costs for the classroom are not taken into account.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (expenses must be paid). Training is also conducted at adopter sites (expenses must be paid).

Contact *Clay Shouse, Manager; Development & Services; High/Scope Educational Research Foundation; 600 N. River St.; Ypsilanti, MI 48197. (313) 485-2000.*

Developmental Funding: USOE BEH

JDRP No. 79-9 (3/28/79)

PARENT READINESS EDUCATION PROJECT (PREP). A program designed to identify preschool children with potentially limiting problems and to develop language, auditory, visual, and motor skills in these children.

Audience Approved by JDRP for preschool children with developmental delays and for parents and high school seniors.

Description PREP is appropriate for all preschool programs including special education, Head Start, and Chapter I programs. The goals of PREP are to identify preschool children with potential learning problems and develop a plan of remediation, to teach parents how to develop the skills necessary for academic achievement by these children, to teach child development and management techniques, and to train high school students for effective parenthood. This is a cost-effective program that enables two part-time professionals to reach 52 families. The model has been successfully adopted in inner-city, suburban, rural areas, and diverse socioeconomic areas throughout the United States. The PREP model provides for intensive parent involvement in an atmosphere of openness and trust. Continuing contacts provide opportunities for modeling, trying new parenting behaviors and changing parent-child interaction patterns. Increasing parents' awareness of how their everyday activities can be learning experiences is a major goal.

All children are tested in the fall of the year before they enter kindergarten. Based on indications of potential learning problems and parental willingness to participate, 52 children are selected. The children attend PREP one morning a week in groups of 14. Activities that the parent and child do together at home are the key to skill development. Language and conceptual development, visual skills, auditory skills, small- and large-muscle coordination, enhancing the self-concept, and the world around us are emphasized in the classroom and home curriculum. One parent agrees to attend PREP class one morning a week with the child. The parent observes the children in the classroom and receives activities to do at home daily with the child. Twelve high school seniors work individually with the preschoolers to stimulate language and conceptual development and to enhance self-concepts during the second semester. The high school students also attend weekly seminars and receive course credit in child development. PREP can be adopted/adapted to existing preschool programs by adding a parent and home curriculum component and an organized preschool curriculum.

Requirements Staffing to reach 52 families requires two teachers, one part-time secretary, and one part-time aide. Training sessions last three days. A large classroom equipped for young children and a meeting room for parents are required. Program can be adopted by an individual school, an entire district, or a region.

Costs Cost of training manual, $25.00, professional resource materials, $75.00. Cost of trainer negotiable.

Services Awareness materials are available at shared cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact *Diane K. Bert, Ph.D., Project Director; Redford Union School District No. 1; 18499 Beech Daly Rd.; Redford, MI 48240. (313) 535-2000, ext. 201 or 202.*

Developmental Funding: USOE ESEA Title III JDRP No. 74-51 (5/9/74)

THE PORTAGE PROJECT: A Home Approach to the Early Education of Young Children. A home based model serving multicategorical handicapped children from birth to six years of age.

Audience Approved by JDRP for children with handicaps, mental ages 0-6, preschool programs, and non-handicapped Head State home-based programs.

Description The Portage Project, a home-based program for preschool children and their families uses the precision teaching methodology to deliver comprehensive, data-based, parent teaching services. The model, whether employed totally in the home or in a classroom-home combination program, centers on a home teacher working with parents on a weekly basis to assess, plan and teach developmental skills.

Parents observe and practice weekly teaching activities with the guidance and support of a home teacher. Activities are individually designed to meet the developmental needs of the child, and the desires, interests and cultural mores of the family. The home teacher and parent discuss and choose long and short term goals for the child and then develop the appropriate teaching sequences to reach those goals. Child progress is recorded weekly and activities are modified when necessary to assure that the child is consistently reaching the goals set.

The project was originally funded by the Bureau for Education of the Handicapped from 1969 to 1972. Since then the direct services portion of the project has been locally supported by the 21 school districts in south-central Wisconsin in cooperation with the Wisconsin Department of Public Instruction. The project has received funding from the Special Education Programs branch of the Office of Education and the National Diffusion Network to provide training and technical assistance to schools and agencies wishing to establish home-based early childhood services.

Requirements Administrative commitment to involve parents in the early education of their children is a prerequisite for successful implementation. At least one teacher is needed who has the time and willingness to work with parents. Resource personnel should be available to assist in assessment and curriculum planning. Initial training consists of 3 to 4 days of intensive instruction in the model components. Training can take place either at Portage or on-site. One yearly follow-up visit is usually scheduled.

Costs Training costs are negotiable. They typically include travel and per diem for the trainer/s or travel and housing for trainees if off-site. Training materials are supplied at no charge. Implementation costs vary greatly depending on the size of the program and the location of the school district but range from $1200 to $2100 per pupil per school year (data secured from adoption sites).

Services Adoption training can occur either in Portage or at the interested agency's site. One to three day workshops in any of the model components such as curriculum planning, behavior problem prevention, or working with parents can be arranged (costs to be negotiated). Implementation and follow-up services are available to adopters. Project staff are available for out-of-state awareness and conference presentations. Awareness materials are available at no cost. Project instructional materials are available at nominal costs. (Please send for updated costs and ordering information).

Contact ***George Jesien, Outreach Director; Portage Project; 626 E. Slifer St.; Portage, WI. 53901. (608) 742-8811.***

Developmental Funding: USOE SEP,NDN

JDRP No. 75-5 (11/10/75)
Recertified (1/85)

PREVENTION OF LEARNING DISABILITIES: An Interdisciplinary Model. A program to prevent the cognitive and emotional effects of learning disability by early identification and educational intervention.

Audience Approved by JDRP for children in grades 1-2. This program has been used in other settings with children in kindergarten and clinically with older children who have neuropsychological deficits.

Description The program provides a three-part approach to the prevention of learning disabilities: scanning, diagnosis, and intervention. Scanning locates vulnerable children through SEARCH, an individual 20-minute test administered by teachers and educational assistants to all children in kindergarten or early in first grade. SEARCH taps the neuropsychological precursors of learning problems in young children, yielding data required for setting intervention priorities, allocating diagnostic services, and building teaching plans to guide intervention. Raw test scores may be evaluated either by age or local norms. Age norms permit comparison of a child's score with a broad reference group: the standardization sample of 2,319 children from intact kindergarten classes in inner-city, suburban, small-town, and rural areas. Local norms permit comparison with the immediate peer group with whom children will be learning in their own schools. Diagnosis helps to clarify the reasons for the child's vulnerability. The Learning Disorders Unit offers training in diagnostic skills to school districts interested in developing or expanding these services. Intervention is based on TEACH, a prescriptive approach that helps to meet the educational needs defined by SEARCH. TEACH tasks are organized into five clusters relating to SEARCH components; tasks have been chosen for their experimentally demonstrated contribution to the job analysis of reading. The 55 tasks proceed through three stages of increasing complexity: recognition-discrimination, copying, and recall. Mastery criteria are provided to ensure automaticity in the application of these skills in reading and the language arts. TEACH provides a two-year sequence of activities with emphasis on accuracy of perception in the first year and on intermodal and prereading skills in the second.

Requirements Can be adopted by an individual school or a district. Staffing: one teacher per 25-30 children; additional staff may be needed to assist in scanning during a two-week period. Training: initial two-day workshop with an equivalent of two full days of inservice during the school year. JDRP approval was based on the resource room model, but other organization patterns are also in use including supplemental instruction within mainstreamed classrooms and individualized programming within special education classroom.

Costs Materials for one resource room: SEARCH Kit, $42.50; SEARCH Record Blanks, $12.80 per package of 30; TEACH Manual and Task Cards, $55.00; miscellaneous toys for use with TEACH, approximately $25 (usually part of classroom supplies).

Services Awareness materials are available at cost of duplication. Visitors are welcome by appointment. Training workshops are conducted at the project site (adopter must cover all costs). Training is conducted out of state (School Consultation Center must be reimbursed for project staff time). Statistical consultation, norms, follow-up visits, and telephone consultation services are available.

Contact *Rosa A. Hagin, School Consultation Center, Fordham University at Lincoln Center, 113 W. 60th Street, New York, NY 10023 (2120 841-5579.*

Developmental Funding: USOE BEH Title VI-G JDRP No. 79-33 (9/12/79)

STRATEGIES IN EARLY CHILDHOOD EDUCATION. A continuous-growth program with sequential program materials that bridges the gap between preschool, kindergarten and first grade.

Audience Approved by JDRP for all students, ages 4-8.

Description The concepts of the project are: A child must have basic processes developed to a certain level before terminal objectives such as reading and math can be taught effectively and meaningfully, because failure to take development issues into account results in failure and/or meaningless rote learning. There must be an assessment of where the child is developmentally in terms of learning processes and structural analysis. Once an assessment is made, an educational program based upon the pupil's strengths must be outlined in each skill area, and this program must utilize the child's mode and rate of learning so that continuous progress is possible.

Based upon these concepts, the project includes the following components: a model including the structural, functional, behavioral, and environmental components of children as they develop from age 4 to about age 8; a chart of learning objectives as related to the model; a screening manual and a pupil edition; a class record chart to record each student's starting point as indicated by the screening and to map his or her continuous progress; a prescription guide, which includes each educational objective stated on the scope and sequence chart; and a list of activities for each objective to assist the teacher in providing appropriate learning experiences for each pupil.

Program objectives are developmentally outlined, and activities and learning centers are established to enhance auditory, visual, motor, and verbal language skills leading to reading, math, and language growth.

Requirements Adoption includes an awareness and training session for covering project components. The program may be implemented by a classroom or a district. Training usually begins with a two-day workshop, with periodic follow-up sessions at varying intervals. The training sequence is flexible in order to fit needs of adopters. Regular and classroom instruction equipment is adapted to project objectives. The project does not require additional staff, though it is helpful to have a teacher's aide or parent volunteer to assist during the initial stages.

Costs Materials; project overview booklet, no charge; criterion-referenced screening instrument, $3; pupil edition, $1.15; chart of sequenced objectives, $.35; class record chart, $.35; prescription guide, $6. When funding is available through NDN, cost to adopting district will be that incurred while project staff is on site.

Services Awareness and training materials are available. Visitors are welcome by appointment. Consultations for awareness and training sessions are available.

Contact ***Robert Schramm, Project Director; P.O. Box 208, Juneau, WI 53039. (414) 386-2955.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-75 (5/29/74)

TULARE FOLLOW THROUGH. Two separate components promoting children's chances for success in school, with parents as contributing partners in their children's education.

Audience Approved by JDRP for all students grades K-3 and their parents.

Description The Oral Language Development component stresses a flexible, sequential system of instruction leading to improved reading and oral communication skills.

The Parent Involvement component includes five activities designed to encourage parents to become involved in their children's education as partners with the school and to help them become more effective parents through participation in parent education sessions.

Requirements An adoption agreement is required. Adopters must designate one person to implement and supervise the program component(s) adopted. Inservice is required for personnel involved in implementation. Program materials must be purchased.

Costs Costs include time and resources necessary for implementation and supervision of program component(s) adopted. Teacher's manuals for Oral Language Development are available at cost. Parent Involvement materials are available at cost.

Services A Follow Through Resource Center. Awareness materials are available. Visitors are welcome by appointment for observations and demonstrations. Project staff are available for out-of-state awareness presentations. Inservice and follow-up technical assistance are available to adopter.

Contact ***Director, Tulare Follow Through Resource Center; 909 E. Cedar, Tulare, CA 93274. (209) 688-2892.***

Developmental Funding: USOE Follow Through JDRP No. 77-127 (8/19/77)

ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION. An early childhood education program built on the belief that parents are their child's first and most effective teachers. Approved by JDRP for preschool children of all abilities, age 3-4, and their parents.

Description The Preschool Program twice-weekly sessions of two and one-half hours each. The curriculum includes areas of personal social motor, aesthetic, language, and cognitive development. Children with special needs receive individual attention. Emphasis of the Parent Involvement Porgram reinforces the importance of parents as educators of their children, and supports that role. Activities include small and large group inservice, school sessions with their children and work at the one school. The Developmental Screening component uses a screening tool that can be administered by trained paraprofessionals. Parents' involvement in the screening procedure promotes a realistic view of their children and a positive, shared concern with the school. The Home Visiting Program provides the screening setting. Subsequent visits are based on need.

Contact *Marge Melle, Project Director; Early Childhood Education; Jefferson County Public Schools; 1209 Quail St.; Lakewood, Co. 80215. (303) 231-2346.*

Developmental Funding: USOE ESEA Title III JDRP No. 75-46 (5/15/75)

BAPTIST HILL KINDERGARTEN. A school readiness project for five-year-old children who are educationally disadvantaged. Approved by JDRP for kindergarten students.

Description Experiences are provided to help children increase their vocabulary, learn to speak in sentences, communicate more effectively, grow in independence and initiative, understand and deal with the world around them, and develop problem-solving skills. Learning centers are set up in each classroom. Daily programs emphasize the development of psychomotor skills. Children experience success daily, interact with peers and adults, and learn to respect the rights of others. Student needs are assessed and continuous evaluations are made to ensure program effectiveness. Each teacher has a trained aide. The program is monitored by a parent-involvement component. One way this kindergarten differs from others is that it is housed in a separate building. In addition to the 10 kindergarten classes, there is a large indoor play area, a room for musical or rhythmic activities, and a cafeteria. The interior is unusually attractive with appropriate colorful furnishings, open shelving, and displays of students' art. It also differs from many other kindergartens in the multiplicity of materials and equipment available. The abundance of variety of this material enables teachers to vary their approaches to meet the individual learning styles and needs of these five-year-olds.

Contact *Georgia Gaither Lucas; Butler County Board of Education; P.O. Box 160; Greenville, AL 36037. (205) 382-2665.*

Developmental Funding: USOE ESEA Title I JDRP No. 74-102 (10/18/74)

THE CHILD DEVELOPMENT CENTER. Designed to identify children's special developmental needs and provide appropriate interventions begins, through joint cooperation of parents, teachers, and special educators. Approved by JDRP for three-to five-year-olds of all abilities.

Description The Child Development Center is based on the conviction that the sooner educators identify young children's developmental needs and work together with parents to achieve effective interventions, the stronger the chance of children's early success in school. This program offers an ongoing format of child/parent services starting the September before the child is age-eligible for kindergarten. This format includes a diagnostic center, where preschoolers receive evaluations from a school nurse, speech/language specialist, and psychologist; a parent resource center, where parents meet with educators to discuss early-childhood topics and concerns; a child-study center, where preschoolers meet periodically with peers for group interaction while being observed by parents and center staff; and a referral center, which provides children having special developmental needs with interventions before school begins, and which transmits information on all program children to parents and kindergarten teachers. The program supplies a motivational slide-tape presentation for parents and educators, a parent handbook containing child-development articles and materials, a teacher's manual containing instructions and materials for implementing the program, and an end-of-year program booklet for recording and relaying developmental information about the child to parents, kindergarten teachers, and special educators.

Contact *Helen Reichman, Project Director; The Child Development Center; 8325 Laurelwood Dr.; Huntington Beach, CA 92646. (714) 964-3229 or 847-2551.*

Developmental Funding: USOE ESEA Title IV-C JDRP No. 79-21 (5/23/79)

CHILD-PARENT CENTERS ACTIVITY (CPC). An early intervention program stressing language development and reading readiness for three-, four-, and five-year-old children. Approved by JDRP for educationally deprived pupils, preschool to grade 3, from low-income families.

Description The Child-Parent Centers provide an individualized, locally designed, highly structured half-day instruction program for preschool and kindergarten children. Supplementary and support services are provided by school nurse, social workers, speech therapists, and curriculum specialists.

CPC activity heavily emphasizes parent involvement, recognizing that the parent is the child's first teacher and that home environment and parental attitude toward school influence a child's academic success. A parent-resource teacher is provided to work solely with parents. Parents are trained to instruct their children at home and are also involved in the school program. Potential adopting school districts may be interested in adopting the parent component in conjunction with their existing early childhood programs. The program can be easily adapted for any audience.

Contact *Velma Thomas, Director, or Dorothy Kellberg, Administrator; Child-Parent Centers; Chicago Board of Education; 6E South, 1819 West Pershing Rd., Chicago, IL 60609 (312) 890-8196 or 8197.*

Developmental Funding: USOE ESEA Title I JDRP No. 74-31 (4/29/7)

CLINCH-POWELL EDUCATION COOPERATIVE: Home-Based Early Childhood Education Program. Parents are used as the primary teachers of their own children. JDRP approved for three- and four-year-old children and their parents.

Description This program consists of an integrated 3-phase approach to early learning. The first is designed for use by parents in the home. A weekly publication, the 4-page Parent Guide, contains a descriptive text on some topic of interest — child development, health and nutrition, parenting, the role of social services — and suggested activities for every day of the week to be performed by parent and child. The second element is summary of Parent Guide contents, which goes to the teacher, while the third is addressed to the home visitor and coordinates activities prescribed by the Parent Guide with the weekly visitation. The home visitation component entails a visit to the home of each child enrolled in the program once a week. Tailored to the needs of each individual child, these visits last approximately one hour. The home visitor delivers the Parent Guide and helps prepare the parent to teach the child by explaining the curriculum materials and, when needed, by demonstrating each suggested daily educational activity. The home visitor also lends toys, books, and other child-centered materials to parents. The classroom component, under the direction of a teacher certificated in early childhood education, makes use of a paraprofessional aide and parent volunteers. The teacher and aide travel to selected locations and spend 1/2 day per week teaching 10-15 local children. Sessions last between 2 and 3 hours and offer the children an opportunity to socialize and learn in a group situation.

Contact *William W. Locke, Executive Director; Clinch-Powell Educational Cooperative; P.O. Box 279; Tazewell, TN 37879. (615) 626-4677.*

Developmental Funding: USOE ESEA Title III JDRP No. 77-108 (2/25/77)

COMMUNITY SCHOOL 77 BRONX BEHAVIOR ANALYSIS FOLLOW THROUGH RESOURCE CENTER. A public school K-3 program. Approved by JDRP for children grades K-3 and their families. This program has been used in private and public school settings for children with learning and/or emotional handicaps.

Description The primary programmatic goals of Community School 77 Bronx Behavior Analysis Follow Through, developed in cooperation with the University of Kansas Behavior Analysis staff, are grade-level performance in reading, mathematics, handwriting, and spelling. The instructional program, which provides structured early childhood basic skills development, emphasizes three key components: instructional procedures and curricula that allow for close and systematic monitoring of children's academic progress to ensure grade-level achievement by the end of the school year; positive reinforcement and motivational techniques that facilitate the maintenance of a warm, approving classroom environment; and a rotating 40-day cycle training parents to teach to ensure their influence on classroom aims and practices. Policy formulation on the parent level takes place in a Parent Policy Advisory Council which, in conjunction with the efforts of school personnel, creates an environment suited to reversing the history of academic failure among low-income children. Other critical factors contributing to academic progress are frequent classroom planning sessions and intensive staff training activities. Provision is made for supporting health, nutrition, and social services through the assignment of staff, ensuring a comprehensive approach to the total development of each child.

Contact ***Ruth Khelseau, Coordinator, or Thelma Rusgo, Resource Center Manager; Community School 77 Bronx Follow Through Resource Center; 1250 Ward Ave.; Bronx, NY 10472. (212) 893-8991 or 9855.***

Developmental Funding: USOE Follow Through JDRP No. 77-135 (8/24/77)

EAST ST. LOUIS DIRECT INSTRUCTION FOLLOW THROUGH. A comprehensive early childhood program for students in grades K-3. Approved by JDRP or grades K-3. The program was developed for educationally and economically disadvantaged students.

Description Components of the East St. Louis Follow Through program are instructional, staff development, health, and parental involvement. The primary emphasis is on the instructional components. The core of the instructional program is the Direct Instruction (Distar) curriculum materials in reading, mathematics, and language. Daily programmed learning tasks require immediate oral responses and must be mastered before advancement to higher levels of difficulty. Follow Through teaching strategies are applied to supplementary classroom materials.

Continuous monitoring of the system is provided by observation, videotaping of classroom performances, and a continuous testing program. Students are divided into groups, with a maximum of 10 pupils in low-performing groups.

The program is governed by a Parent Advisory Council which makes recommendations pertaining to all phases of the program. The three independent programs were developed in conjunction with Becker-Englemann from the University of Oregon. An adopter may implement the reading, mathematics, or language program in early childhood classes from K-3.

Contact *Geraldine H. Jenkins, Director or Melvin Jackson, Program Disseminator; Project Follow Through; East St. Louis Board of Education; 555 N. 27th St.; East St. Louis, IL 62201. (618) 274-2838.*

Developmental Funding: USOE Follow Through JDRP No. 77-144 (9/6/77)

FOLLOW THROUGH NONGRADED LEARNING MODEL: New York City/Hampton Institute. A continuous-progress program in developmental skills for a multiaged nongraded classroom. Approved by JDRP for grades K-3, especially for disadvantaged students.

Description To promote cognitive, affective, physical, and social development of disadvantaged children, two nonpublic schools in the Archdiocese of New York developed this comprehensive early childhood program in cooperation with the Hampton Institute and the Board of Education of New York City. The program features flexible grouping of children, individualized instruction, and a multifaceted approach to instruction. Multi-aged grouping allows children of different ages to work together and to learn from one another. A child moves from one developmental skill to the next as proficiency grows. To ensure constant progress, each child is monitored and evaluated continuously. The teacher, assisted by an aide, directs constant attention to the needs, interests, and past experience of the individual children. The language-experience, multicultural, and multitext approach enables the instructional team to draw on the child's experiences and abilities and to foster pride in self and ethnic background. The instructional team is trained in use of instruments developed for this purpose in the Nongraded Model. A full-time staff trainer called the implementor instructs teachers and aides in nongraded techniques, monitors use of these techniques, and assists in selecting and designing curriculum materials. To foster cooperation between school and home, a Policy Advisory Committee involves parents in decision making at every level, and parents participate in ongoing school activities.

Contact *Suzanne Dohm, Project Director; Guardian Angel School; 193 Tenth Ave.; New York, NY 10011. (212) 924-1420, or 541-4898.*

Developmental Funding: USOE Follow Through (EOA) JDRP No. 80-27 (10/17/80)

FOLLOW THROUGH—PORTAGEVILLE UNIT. A highly structured behavior modification approach to primary education. Approved by JDRP for grades K-3.

Description This project has as its major goal the provision of a broadly enriched environment for poor children, both at school and in the home, including a full range of services in the areas that affect children's lives. Within the classroom, the Behavior Analysis Approach of the University of Kansas is implemented. The objectives of this approach are: to facilitate the child's mastery of basic skills, particularly in reading, arithmetic, and language, through the establishment of a "token economy" within classrooms: to train instructional staff to teach appropriate academic and social skills through the systematic use of positive reinforcement; to train instructional staff in the use of curriculum materials so that each child is enabled to work at his/her own level; and to train parents to work as paid staff in classrooms so they will have the opportunity to influence their children's education.

Contact *Blaine Martin; Follow Through — Portageville Unit; New Madrid County School District; P.O. Box 280; Portageville, MO 63873. (314) 379-3612.*

Developmental Funding: USOE Follow Through JDRP No. 25a (4/4-5/73)

PROJECT HOME BASE. A program for "helping parents teach their own." Approved by JDRP for parents and their children ages eight months through four years. This program has also been used by parents and their children ages 5-8.

Description Project Home Base was founded on the belief that parents are their child's first and best continuous teachers. It is aimed at supporting and enhancing the parents' teaching/parenting behavior, thereby influencing development of the child's growth/learning potential. The central feature of the project is a weekly home visit by a paraprofessional parent-educator who gives the parents information about child growth and development, health care, etc., and presents them with a task selected to meet the needs of the parent and child. The parents then work on that task with the child during the week. As a result of the weekly contacts, the parents are better able to identify and meet their child's developmental needs and to increase their use of 10 identified desirable teaching behaviors. As the child's developmental needs are identified and met, his/her growth/learning potential should be positively affected; consequently, the child will be better prepared to learn, becoming a more efficient and more effective learner.

Home Base Council consists of all project parents plus community agency representatives. Topics related to child development and parenting skills — behavior patterns, discipline, self-concept, child health and nutrition — are discussed at monthly Council meetings. Other parent concerns are shared at small-group home meetings.

Contact *Judy Popp, Director, or Darlene Montz, Diffusion Coordinator; Project Home Base; Yakima Public Schools; 104 N. Fourth Ave; Yakima, WA (509) 575-3295.*

Developmental Funding: USOE ESEA Title III JDRP No. 75-10 (1/21/75)

INDIANAPOLIS FOLLOW THROUGH PROJECT: A program using the behavior analysis approach to teach basic skills in reading, arithmetic, handwriting, and spelling. JDRP approved for low-income children, grades K-3, in racially mixed inner-city schools.

Description The main purpose of the Indianapolis Follow Through project (I-FT) is to teach basic skills in reading, arithmetic, handwriting, and spelling to children K-3. Teaching teams composed of a certified lead teacher, a teacher's aide, and one parent aide conduct small-group instructional sessions during the school day. Kindergarten and first-grade classrooms are run as a "token economy", i.e., children earn tokens during instructional periods and later exchange them for whatever items they choose (and can afford) from a "menu" of teacher-prepared special activities. In grade 2 and 3 classrooms, children make daily work contracts with teachers in each subject area. By the terms of the contract, a child agrees to complete an individually prescribed assignment to earn a period of free time for a self-selected activity. Individualized curriculum materials are used in the classrooms. The teaching teams monitor each child's advancement in reading and arithmetic by keeping progress graphs. Parents of I-FT children are encouraged to apply for classroom positions as teacher's or parent aides.

Contact *Bessie Chumley-Jones, Project Director; Indianapolis Follow Through; 901 N. Carrollton Ave.; Indianapolis, IN 46202. (317) 266-4137.*

Developmental Funding: USOE Follow Through

JDRP No. 77-120 (8/17/77)

KANSAS CITY FOLLOW THROUGH PROJECT: Resource Center. A basic skills program with built-in motivation and emphasis on mastery of basic skills and small group instruction. Approved by JDRP for children in grades K-3 and their parents.

Description The Kansas City Follow Through Program begins organized instruction at the kindergarten level and continues through grade 3. Emphasis is placed on mastery of basic learning skills and small group instruction. A positive reinforcement system is used to motivate children to learn. The system motivates children to work harder, learn more and feel good about themselves. Follow Through children are achieving on the average at, or above the national norm in reading, math, and spelling.

Inservice training is provided at no cost for teachers ad administrative staff at adoption sites. Training includes identifying, clarifying, and implementing instructional objectives as determined by diagnostic evaluation. Training extends to the implementation of an effective motivational system and the use of appropriate teaching techniques.

Contact *Mattie G. Story, Project Director; 1211 McGee, Room 814C; Kansas City, MO 64106. (816) 241-7791.*

Developmental Funding: USOE Follow Through

JDPR No. 77-130 (8/22/77)
Recertified (1/85)

MCHP/VIP: Mother-Child Home Program of the Verbal Interaction Project. A home-based program to prevent educational disadvantage in low-income children, starting at age two, by enhancing parent-child verbal interaction. JDRP approved for two-year-olds at risk for educational disadvantage.

Description MCHP/VIP's theory is that cognitive and socioemotional growth is fostered by the preschooler and mother exchanging conceptually rich language around books and toys. Goals: increase mother's positive interaction with child to aid child's intellectual and social growth and thus prevent school problems. Twice-weekly half-hour home sessions for two school years (a total of 96 or less, the number tailored to mothers' needs) continue from child's age of two to four years. Paid or volunteer home visitors ("Toy Demonstrators") involve mother and child in play while modeling for the mother a curriculum of verbal interaction techniques focused around "curriculum materials" —books and toys permanently assigned to the child. Guide Sheets containing core concepts related to each toy or book (matching, counting, reasoning, etc.) are given to Toy Demonstrator and mother. *1984 EVALUATION DATA* (MCHP adoption in Pittsfield, Massachusetts schools); Program graduates met national academic norms through 8th grade (highest follow-up) in contrast to educational disadvantaged of similar comparison children.

Contact *Dr. Phyllis Levenstein, Director, Verbal Interaction Project, Inc., Center for Mother-Child Home Program, 3268 Island Rd. Wantagh, NY 11793 (516) 785-7077.*

Developmental Funding: HEW; USOE; NIMH JDRP No. 78-165 (11/27/78)

MECCA: Make Every Child Capable of Achieving. An intervention program for vulnerable children (with a deficit in a skill area) in regular classes in their first years of schooling. Approved by JDRP for kindergarten and first grade.

Description In the MECCA program, a learning disabilities teacher, with the help of the classroom teacher and a classroom aide, provides observation, profiling, and intervention within the regular kindergarten classroom for children with potential learning problems. The program utilizes a team made up of a special education teacher, a classroom teacher, and an aide, who together analyze the activities of the curriculum into the tasks that a child must accomplish in order to be successful in the activity. The purposes of this task analysis process are to think about what is asked of the child and to observe where the child is successful and where he/she needs help. The intervention aspect of the MECCA program is based on the principle of beginning at the level where the child achieves success and proceeding sequentially through the difficult steps to new successes. After the initial training period, the classroom teacher and the special education teacher train each other to combine teaching strategies and curricula for individualized instruction.

Contact *Peter R. Chester, Supervisor; Meriden Public Schools; City Hall; Meriden, CT 06450. (203) 634-0003, ext. 317.*

Developmental Funding: USOE BEH Title VI-G JDRP No. 77-111 (3/23/77)

NORTHERN CHEYENNE FOLLOW THROUGH PROJECT. An individualized early childhood approach to the teaching of basic skills utilizing parents as classroom teachers' aides. Approved by JDRP for grades K-3.

Description The Northern Cheyenne Follow Through Project focuses on the basic skills of reading, math, and handwriting. It utilizes six concepts: token delivery or contract system for motivation; individualization; programmed curricula; progress monitoring; staff training and career development; and parent involvement.

The utilization of parents as classroom teachers' aides has provided an opportunity for active parent and community involvement. The parents also serve as advisors in making policy decisions concerning the project. With the use of programmed materials and effective progress monitoring, children are progressing at a rate that enables them to work at a level comparable to their respective grade levels.

Contact *Moneda Cady, Director; Northern Cheyenne Follow Through Project; Lame Deer, MT 59043. (406) 477-6386 or 6387.*

Developmental Funding: USOE Follow Through JDRP No. 77-151 (9/9/77)

OAKLAND UNIFIED SCHOOL DISTRICT FOLLOW THROUGH PROGRAM. Learning Through Literature. An interdisciplinary approach for students in grades K-2 utilizing a literature-centered curriculum. Approved by JDRP for grades K-2. This program is also applicable to other grade levels.

Description The Learning Through Literature model emphasizes the writing process and has as its overall goal children becoming authors. Reading comprehension and oral language skills provide entry into the writing process. Nutrition education is built into the curriculum through literature selections.

Units of work are organized under a central theme. All possible subject areas are integrated through the theme, with concentration on language-development activities.

The literature program supplements the existing basal reading program; it replaces the basal reader only in gifted and talented classrooms, where children have mastered decoding skills.

Learning Through Literature utilizes the library for literature selections. "Books" written by the children are used for additional reading material.

Contact *Marilyn M. Jones and Rosalie Gifford, Resource Center Coordinator; Oakland Unified School District Follow Through Program; Resource Center; Curriculum and Instruction, Room 3, 1025 Second Avenue, Oakland, CA 94607; (415) 836-8165.*

Developmental Funding: USOE Follow Through JDRP No. 77-150 (9/9/77)

PARENT-CHILD EARLY EDUCATION PROGRAM (Saturday School). A program, available to all four-year-old children and to high-risk three-year-olds, structured to increase each child's chances for success in school. Approved by JDRP as a program for four-year-olds, including those with special problems.

Description The overall objective is to increase each child's chances for success in school, with a particular concern for locating and treating children with special problems. Saturday School has four major components. The first unites assessment with diagnosis and follow-up. Every child is individually tested in language, motor, perception, general knowledge, hearing, and vision. Twelve to fifteen percent require through-the-year specialist help. The second component is a three-hour school "day" on Saturdays. Four-year-olds rotate in small groups to four learning centers, led by a teacher or parent, for skill and concept development activities in language, math, motor, art, auditory, or visual discrimination. Ninety-three percent of the parent assist in teaching in Saturday School. The third component involves weekly one-hour home visits which include two or three neighboring children and their parents. Home visits are provided to all children, with additional ones by a teacher-specialist for those with special problems. The fourth component consists of home teaching by parents, who receive a weekly home activity guide suggesting learning "games". Child Development Consultants provide consultative services: they work with teacher-specialists in diagnosis and individual programming, consult with parents and teachers, and provide teacher training during the year. Staff development is a continuous process. Student achievement in language and cognitive skills averaged 14-16 months a year.

Contact *Marion M. Wilson, Director; Early Education Program; Ferguson-Florissant School District; 1005 Waterford Dr.; Florissant, MO 63033. (314) 831-8809 or (314) 831-8798.*

Developmental Funding: USOE ESEA Title III JDRP No. 74-47 (5/23/74)

RICHMOND (VIRGINIA) FOLLOW THROUGH RESOURCE CENTER. A program teaching parents to establish a home enviromment that promotes active participation in their children's education. Approved by JDRP for children in grades K-3 and their parents.

Description The Richmond Follow Through Program is based on the active involvement of parents in the education of their children. This concept is founded on the premise that patterns of and motives for academic achievement and personality development in primary-grade children (K-3) are largely the result of home-study influences. The Richmond program is designed to provide a systematic means of linking home and school for the ultimate purpose of improving the educational performance of the children involved. The key element in the Parent Education process is a group of paraprofessionals called Parent Educators. Two are assigned to each Follow Through class. Parent Educators spend approximately 50 percent of their time as classroom aides; the remaining time (two days per week) is spent visiting the homes of Follow Through children. The weekly home visit is an integral part of the Home Learning Cycle. In simplest terms, this weekly cycle involves an individualized Home Learning Activity (HLA) which is taught by the teacher to the Parent Educator, who teaches the HLA to the parent, who in turn teaches the HLA to the child, thus providing continuous reinforcement of the child's educational achievements. The guiding principle throughout the Home Learning Cycle is a set of 10 basic tenets (Desirable Teaching Behaviors). Teachers and parents are encouraged to use open-ended questions, positive reinforcements, and the discovery approach to stimulate and expand the intellectual processes of the learner.

Contact *Virgie M. Binford, Project Coordinator; Follow Through Program; 301 N. Ninth St.; Richmond, VA 23219. (804) 780-5341*

Developmental Funding: USOE Follow Through JDRP No. 77-146

PROJECT STAY: School to Aid Youth. A program providing early identification and treatment of social, emotional, and academic needs of pupils. Approved by JDRP for grades 1 - 3.

Description Children enter on screening administered during kindergarten year. They remain in Project STAY for one-half of the day and in the regular classroom for the other half. Activities are organized and teachers are acquainted with specific instructional patterns to enable pupils to function at levels consistent with their potential. The specific objectives are identification of achievement levels of high-risk pupils; provision for individual instruction in mathematics and reading to correct specific deficiencies; identification of social problems, poor self-concepts, and attitudes of potential dropouts; and provision for information and referral of parents and pupils to various community agencies for help. Counseling sessions offered to parents and teachers create awareness and understanding which help in meeting problems. No one teaching approach is required. All information available regarding the child (from teacher, counselors, test data, etc.) determines approach used. Program designed for each child is given to regular homeroom teacher. Project STAY has used the innovative teaching devices designed by the teachers, and it has been found that they are highly successful.

Project STAY was federally funded for three years on July 7, 1971, and is now locally funded by the Moore Public Schools. Awareness packets related to STAY have been mailed to all states, Canada, the Virgin Islands, Australia, and Puerto Rico. Over 7,000 visitors have visited Project STAY.

Contact *Pat Ross, Project Director; Project STAY; Moore Public Schools; 2009 N. Janeway; Moore, OK 73160. (405) 794-8282.*

Developmental Funding: USOE ESEA Title IIIvJDRP No. 43 (4/9/73)

SECTION K: Gifted and Talented/Technology/Special Interests

*Basic Literacy Through Microcomputers K-1
*COFFEE (Cooperative Federation for Educational Experiences) K-2
Communication Arts and Science Training (Project CAST) K-3
*Computer Literacy Project K-4
*Computeronics: Gifted Child Project K-5
*Critical Analysis and Thinking Skills (CATS) K-6
*Cupertino Concept: Computer Literacy Project K-7
Ethical Issues in Decision Making K-8
*Individual Progress Program K-9
Institute for Creative Education K-10
*KIDS KITS (Kids Interest Discovery Studies Kits) K-11
*Merrimack Education Center CAI Project K-12
*Project 50/50 K-13
*S.A.G.E. K-14
SCAT: Skills for Consumers Applied Today K-19
*Success Enrichment K-15
*Talents Unlimited K-16
Urban Arts Program K-17
*Utilizing Computers in the Teaching of Secondary Mathematics K-18

Projects currently funded by the NDN

BASIC LITERACY THROUGH MICROCOMPUTERS (Keyboard, Reading, and Spelling Skills). A program teaching students to use a microcomputer keyboard in the process of learning to type, read, and spell. Mastery is built into the program.

Audience Approved by JDRP for students grade one and grade three. Supporting data also were gathered from students in grades 2-8.

Description Basic Literacy Through Microcomputers is an instructional program that enhances reading achievement and keyboard skills. The Program uses a phonetic approach to reading, with the microcomputer (or electric typewriter) being an essential component of the instructional process. The computer does not replace the teacher in instructing, but rather provides opportunities for students to master skills through reinforced practice.

Students in grade 1, using the typewriter version of the program, demonstrate reading achievement scores, as measured by the CAT, that are higher than scores of students in a true control group, at a statistically significant level ($p < .01$).

Students in grade 3, using the microcomputer version of the program, demonstrate reading comprehension and speed-and-accuracy scores, as measured by the Gates-MacGinitie Reading Tests, that are higher than scores of students in a non-equivalent control group, at a statistically significant level (p .01). Typewriting and computer usage skills were also statistically significant for the experimental group when compared to the control group. Visual and auditory memory skills improved significantly.

The program works whether one or more computers are available to a class or whether there is a computer lab in the school. Although the teacher teaches some skills, students are independent as they work at the computer.

Requirements A one- or two-day preparatory inservice education program conducted by a Reid Foundation staff person is desirable. The program includes lecture and practice sessions. It would be advantageous to the trainees to have an Apple IIe or IIc computer(s) available. It is desired that data from pre and posttests are sent to the Developer-Demonstrator.

Costs At initial awareness sessions, time is provided without cost, and expenses are negotiated. For the inservice education program, time will be provided without cost, but expenses should be shared. The computer program and materials and a set of four disks sell for $198. Additional back up disks (in sets of four) can be purchased for $60. Teacher texts including Teaching Letter Names and Sounds, Teaching New Words Through Phonics, and Eliciting Responses and Teaching Proofing Skills Through Dictation cost $20. Typing and computer tests are included in the program materials.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional sites in other states. Project staff are available to attend out-of-state awareness meetings. Training can be done at project site or at adopter sites. Awareness videotape is available for rental.

Contact *Dr. Ethna R. Reid; 3310 South 2700 East, Salt Lake City, Utah 84109; (801) 486-5083.*

Developmental Funding: Local JDRP No. 84-14 (3/26/84)

PROJECT COFFEE (COOPERATIVE FEDERATION FOR EDUCATIONAL EXPERIENCES). A comprehensive instructional and occupational training and counseling program.

Audience Approved by JDRP as an alternative occupational education program in high technology for alienated/disaffected secondary students.

Description Project COFFEE was developed in response to the employment demands of high technology and the increasing number of alienated, disaffected secondary school-age students as a comprehensive instructional program. Project COFFEE has uniquely integrated four components: an academic component that provides relevant (occupational and life-coping) basic skills instruction based on an individualized educational plan; an occupational component that provides hands-on educational experiences in an adult-like high technology work environment while reinforcing basic skills; a counseling component that provides occupational and emotional support utilizing state, regional, and local social service agencies; and a physical education component that offers a program of recreational activities adapted to enable students to develop a sense of self-accomplishment and group cooperation. Each occupational program features job entry skills, job placement skills, shadowing experiences, and a related work-study program. Occupational components include: electronic assembly, data processing, building and grounds maintenance, horticulture/agriculture, and distributive education.

Project COFFEE was developed by a regional cooperative federation of seven school districts and a highly successful partnership with high technology business and industry. This partnership has provided educational assistance in curriculum development, staff training, occupational training materials, equipment acquisition, competency-based assessments, internship experiences, and more. Materials include: program manual, basic skills curriculum guide, guidelines for industry/education linkage, guidelines for inter-agency collaboration/community outreach, procedures manual for development of competency-based assessments, and diagnostic needs assessment survey manual for student survival skills course.

Requirements Support of educators, parents, community, school board, local special service agencies and related business/industries is essential. The project may be adopted by a single school district or by a federation of school districts The program functions extremely well as a "school within a school"; therefore, no additional building site is required. A realistic work environment with state-of-the-art equipment is required. An effective communication plan with students, parents, educators, local social service agencies, and related business and industry is required.

Costs Cost of replicating the program is approximately $2,500 to $3,000 per student or $45,000 to $50,000 per training program (15 to 20 students). Effectiveness of the program is greatly enhanced by maximum utilization of existing government-supported social service agencies and industry/education initiatives.

Services Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff can attend out-of-state awareness meetings (costs to be arranged). Training is available for potential out-of-state adopters at their site or at developer/demonstrator site. Follow-up technical assistance is also available. Materials are available at nominal charge.

Contact *John R. Phillipo, Project Director, Jane Garvey, Project Coordinator, Project COFFEE; Oxford High School Annex; Main Street; Oxford, MA 01540. (617) 987-1626 or 1627.*

Developmental Funding: Vocational Education

JDRP No. 82-25 (5/19/82)

COMMUNICATION ARTS AND SCIENCE TRAINING. (Project CAST). A two-year program combining English instruction with television production techniques.

Audience Approved by JDRP for students in grades 9-12.

Description As a comprehensive interdisciplinary program that gives high school students an opportunity to learn skills in television communication, CAST offers both formal classroom instruction in language arts and practical television studio production.

The Communication Sciences, or technological component of the CAST curriculum, provides students with extensive television experience. This includes "hands on" activities covering overall television productions. Skills development areas include utilization and operation of the television camera and the production switcher as well as audio components, videotape recording, lighting, editing of both audio and video, set design and construction, and other related television production operations. The Communication Arts portion is devoted to formal English instruction designed to enhance and enforce Language Arts skills as used in the communications field. Areas of specialization include script writing techniques for producing news, documentary programs, interview programming, advertising, and marketing. In addition, various works of poetry, short stories, novels, and plays are read, interpreted, and evaluated as concerns their potential integration into television advertising, program ratings, multimedia productions, communications history, FCC license preparation, and film use in television. CAST students also participate in various school projects associated with telecommunications including Cable Television.

Indicative of its interdisciplinary characteristics, the CAST program encourages students and teachers to work closely with students and teachers in the Music, Art, Vocational, Business Education, Foreign Language, Social Studies, and English department in the mutual development of educationally oriented telecommunications projects.

Requirements Implementation steps are: Staff training in CAST Language Arts and Sciences Curriculum. Staff training in the technical skills and studio operations associated with television production and associated telecommunications projects. Selection of CAST teachers to implement the program. Utilization of TV studio/laboratory and operation of equipment recommended for the program. Use of prescribed print and non-print curriculum materials designed for the CAST program.

Costs The starting packet of instructional print materials can be purchased for $150 with permission given to the adopting district to duplicate consumables. Instructional media units can be purchased for $37 to $72 per sound/slide set and $47 per videotape. A "loan" arrangement covering all media materials can be established with adopting districts for cost of postage, handling, and insurance.

Services Teacher training in curriculum implementation is available, as well as assistance in planning, developing, and utilizing cable television systems and TV program production. Orientation sessions are provided. Assessment of facilities, instructional equipment, equipment compatability, and design. TV studio facility designing and equipment specification writing. Continuous follow-up in program implementation.

Contact ***Robert M. Petracco, Director, CAST; Union Township Board of Education; 2369 Morris Ave.; Union, NJ 07083. (201) 688-1200.***

Developmental Funding: USOE ESEA Titles III JDRP No. 80-34 (12/5/80) and IV-C

COMPUTER LITERACY PROJECT. A course of study designed to give all students a working knowledge of computing.

Audience Approved by JDRP for grade 9. This program has also been implemented successfully in other grade levels.

Description The concept of the Computer Literacy Project is based upon the premise that being "Computer Literate" has become a basic skill. Simply stated, this concept is: to give students a basic understanding and minimal working knowledge of most aspects of computers. The concept is essentially the same that schools strive for in basic required courses in science or math; that is, a basic working knowledge of the subject. The terms "science literacy" and "math literacy" could be aptly applied.

The course is organized in such a way as to meet the goals set forth by the concept of developing a minimal level of competency, or literacy.

Computer History—A knowledge of the men, machines, ideas, advantages and disadvantages of past and present computers. The Computing Process—A knowledge of the different means of inputting information, what the computer does with this information and the means of outputting the information. Arithmetic Hierarchy—A knowledge of the correct form of solving an arithmetic equation. Variables and Constants—A knowledge of how the computer stores data and how it labels the storage locations in which the data is placed. Flow charting—A knowledge of flow charting symbols and the logical steps to writing a program. Basic Language—A knowledge of how to write a computer program and use the correct syntax, and how to correct a computer program if it has a mistake. Computer Vocabulary—A knowledge of the words and slang words used to describe and discuss computers. Writing Programs—The ability to apply all of the information which has been learned.

Requirements Provide enough hardware to have one computer for approximately every two students who will be enrolled in a given class at a given time. Have a person to teach the course who is already computer literate. Provide release time and expenses for a one-half day training session for the teacher.

Costs If the school does not already own enough hardware to provide one computer fo approximately every two students, funds will need to be allocated to purchase whatever brand the school prefers; approximately $25.00 dollars for printed materials; the cost of participating in a training session. This is only to cover the expenses of the trainer and will vary depending on the location and number of persons being trained.

Services An NDN funded Developer Demonstrator Project. An NDN Lighthouse Project. Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is also available at adopter sites (costs to be negotiated).

Contact *David Woolly, Project Director; Computer Literacy Project; Alma Public Schools; P.O. Box 1018; Alma, AR 72921. (501) 632-4791.*

Developmental Funding: Title IV-C and Local

JDRP No. 83-38 (3/29/83)

COMPUTERONICS: A course in programming, problem solving, and computer literacy.

Audience Approved by JDRP for gifted and high-achieving students in grades 6 and 7. This program has also been used in other settings with gifted students and with students of a wide range of abilities in grades 5-8.

Description Computeronics is a 35-40 hour course in programming, problem solving, and computer literacy. Computeronics provides students an opportunity to: learn a simple programming language; use computers to solve problems; and see the ways that computers affect their lives. The course consists of two units. "Computers in Society" conveys information about the history of computers, their present and future uses, and computer related careers. The student test, which employs a magazine format, includes articles, photos, ads, and a glossary. Because of the rapid change in technology, this unit is easily augmented through inclusion of current magazine and newspaper materials. "Problem Solving with Computers" teaches students to program using the BASIC computer language. Students use their programming skills in solving word problems. This unit uses a combination of paper and pencil and hands-on activities. This combination allows as many as 10 students to work with a single computer. The materials are not hardware specific and can be easily adapted to a variety of delivery systems.

Both units use a mastery learning approach; each unit objective must be mastered before a student moves on to the next. The management system built into student lesson books, activities, and mastery answer book allows students to move at their own pace. Suggestions for teachers are included in the teacher's guides, which include both facilitative and directive classroom organization.

Most recently, the Computeronics material is being used in many states as a curriculum for teaching newly mandated minimum skills in computer literacy. In addition, the material has been used quite extensively with teacher inservice and adult education classes.

Requirements Adopting teachers need teacher materials and two days of training. Students need course materials and access to a computer. The program has been implemented successfully with Apple, Atari, Commodore Pet, Ohio Scientific Instruments, Radio Shack microcomputers, and with computer terminals. Training costs for the project will depend upon a number of factors such as time and location, and should be negotiated with the project staff.

Costs "Computers in Society" materials include a Teacher Guide for $7.95; Student Lesson Book, $4.00; Activity Packet, $1.40; Parent Report Pad, $2.10 (one per class); and Mastery Record Pad, $.70 (one per class). "Problem Solving with Computers" materials include the Teacher Guide, $12.25; Student Lesson Book, $5.50; Activity Packet, $2.75; Sidetrips, $3.60 (one for every four students); Parent Report Pad, $3.25 (one per class); and Mastery Record Pad, $.50 (one per class). The Teacher's Test Manual, $3.25; Student's Test Packet, $.65; and Mastery Answer Book $3.85 (one for every four students) are used for both units.

Services Visitors are welcome by appointment at the project site and designated demonstration sites. Project staff is limited, but efforts will be made to attend awareness meetings. Training is conducted based upon written request of interested adopters. Training sessions can accommodate 25-30 participants. A major effort is being made to provide certified trainers in a number of locations to expedite cost-effective program implementation. Costs for training should be negotiated with the project office. Information on materials and training can be obtained by contacting the project office.

Contact *Diane Johnson, Director; COMPUTERONICS; Leon County Schools; 925-A Miccosukee Road; Tallahassee, FL 32303. (904) 487-1520.*

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 80-39 (12/23/80)
Recertified (2/85)

CATS (CRITICAL ANALYSIS AND THINKING SKILLS). CATS is a program which teaches students how to apply critical thinking skills to problems and issues so that they will learn how to make more rational decisions. CATS also teaches students how to write persuasive essays.

Audience CATS has been approved by the JDRP as a program for high school students (grades 9-12) of all ability levels. CATS has been used with students in the lower grades.

Description The GOALS of the CATS Program are: 1) to help students learn and correctly use basic critical thinking skills so that they can analyze issues and problems more effectively; 2) to help students learn and correctly use a decision-making process so they can make more rational decisions; 3) to help students become critical readers so they can decode and encode information more effectively; 4) to help students learn the composing process so they can write persuasive essays of high quality; and 5) to provide a way for gifted students to realize their intellectual and creative potential. CATS projects, which fall into two distinct phases, were developed to provide teachers with a practical and tested way for implementing CATS in the real world of the classroom. PHASE I (Defining and Evaluating). Students learn how to precisely define the issue at hand, evaluate the issue (i.e. how to obtain a wide range of relevant information), and then how to prioritize and assess the information for credibility. Students use the CATS six-step, decision-making process to define and evaluate the issue using specially formatted worksheets to complete the process. PHASE 2 (Writing and Revising). Students have on worksheets a highly organized version of the issue from which it is a relatively simple matter to write and revise a persuasive essay. SKILLS. Students learn critical thinking skills and how to apply these skills to issue analysis. These skills include: conceptual analysis, deductive and inductive reasoning, and priority analysis. Students are constantly called upon to analyze and synthesize their thinking. Students function at the evaluation level which most taxonomies identify as the highest of the higher order thinking skills. In addition, students are learning the important skills of critical reading and persuasive essay writing. In order to obtain benefits, students complete five CATS projects per semester. Since CATS is used as another teaching method in place of such things as lecturing and giving quizzes five times per semester, students do not suffer as far as acquisition of course content is concerned. However, with CATS, students gain an extra dimension for their education. CATS has been used in social studies, language arts, and related classes. Other adaptations are in progress at this time. CATS has developed special ADVANCED CATS Projects for the gifted student.

Requirements Teachers receive CATS training in a one-day workshop. During the workshop, teachers complete a CATS Project (small group work) and then learn how to use CATS in their classrooms. Follow-up can be accomplished in several ways; phone, mail, or on-site visit. CATS training requires no special equipment or facilities. CATS staff does need the equivalent chalkboard space of two, large, portable chalkboards.

Costs Costs of a one-day workshop are: trainer=$200; travel, lodging, meals and other expenses=actual cost; materials=$35 per teacher. Included in the materials cost is the CATS Instructional Package, MAKING RATIONAL DECISIONS, which is used both for the workshop and for classroom implementation. The instructional package contains a 200-page book and 11 manuals, several of which were written by teachers who have used CATS in their classrooms.

Services CATS staff and trainers certified by CATS can provide a variety of services to educators. Training, except in rare instances, is accomplished at the adopter site. Visitors are welcome at the project site by appointment. CATS staff will conduct awareness sessions anywhere in the U.S. or possessions (cost to be negotiated). Follow-up services as described above are provided (costs to be negotiated).

Contact *Terry P. Applegate, or W. Keith Evans; CATS Program; 4988 Kalani Drive; Salt Lake City, UT 84117-6421. (801) 466-9365.*

Development Funding: USOE ESEA Title III

JDRP No. 77-106 (1/11/77)
Recertified (12/84)

CUPERTINO CONCEPT: Computer Literacy Program. A program teaching computer skills to students in elementary school through junior high school.

Audience Approved by JDRP for students in grades K-8 and as a staff development project.

Description The purpose of the Cupertino Concept is to increase the opportunities for children to become computer literate. Students will understand computers and their applications in the world around them. They will develop skills necessary to communicate with computers and recognize the computer's capabilities and limitations. To accomplish these goals, Cupertino has developed a computer literacy curriculum for grades K-8, developed a management plan for installing computers in schools, provided a sequential staff development model program to train staff and parents, and provided an inventory of instructional software and software selection procedure.

The instructional program for computer literacy is based on a comprehensive curriculum which includes awareness, interaction and programming skills, and objectives for infusing the computer into the core academic areas. Program models include lab and classroom applications in elementary school and junior high school.

A pretest/posttest study with 8th graders and a posttest only study with 5th and 6th graders were conducted using experimental and comparison groups shown to be equivalent on achievement, teacher training and home access to computers. Both studies revealed significantly higher scores ($p < .01$) in computer literacy (using modified versions of the Minnesota Computer Literacy Test) among students completing the courses.

Requirements The elements of replication for this program include management and staff training, equipment and acquisition, software evaluation, acquisition of technical support, curriculum development, and evaluation. The staff development model includes a series of fourteen courses. Adopters can be trained to implement a similar program in a three-day workshop. A more comprehensive two-day workshop is also offered.

Costs Costs will vary depending upon the adopter's level of expertise and the hardware already available. Training at the Cupertino site ranges from $100-$600 depending on the workshop selected. Additional materials available include a software inventory, a training manual, the curriculum and related activity guide.

Services Awareness materials are available at no cost. Visitors are welcome on site by appointment. Project staff are available for awareness meetings (cost to be negotiated).

Contact *Ms. Barbara Caligiuri; Cupertino Union School District, 1031 Vista Drive, Cupertino, CA 10301; (408) 252-3000 ext. 286.*

Developmental Funding: ESEA Title IV-C

JDRP No. 83-37R (3/30/84)

ETHICAL ISSUES IN DECISION MAKING. A program that uses Kohlberg's theory of cognitive moral development to promote the moral growth of high school students.

Audience Approved by JDRP for students in grades 10-12.

Description This project has used Kohlberg's theory of cognitive moral development to design a high school Ethical Issues course and a governance model for schools. Kohlberg's theory identifies six stages of moral development, which are defined and measured by an individual's ability to reason about moral issues in conflict. Designed as a traditional semester elective, the Ethical Issues course can fit into any high school schedule. Cognitive moral development theory provides the structure and content of the curriculum. Each unit centers on a set of moral issues. Each activity requires class discussion of a moral dilemma involving conflicting rights and duties in a given situation. To expose students to increasingly higher states of moral reasoning, units present increasingly complex dilemmas. Students read plays, novels, short stories, essays, and legal opinions; writing skills are emphasized. Kohlberg's theory is also the basis of the Just Community model for alternative schools, which uses a weekly community meeting to promote cognitive moral development. At these meetings, community and individual issues are discussed, their moral components are explored, rules are voted, and agreements are made on issues of fairness that affect the whole community. Leadership rotates through the community. Decisions of the community meeting are processed and issues are clarified at small group adviser meetings. The Fairness Committee is another important structure of the model. Any teacher or student can bring someone before the committee to settle a grievance or solve the issues of fairness that inevitably arise in a high school. The committee identifies areas and issues within the school where teachers and students can mediate solutions to problems together, and it teaches skills necessary for that process. Many of the governance structures employed by alternative schools have been modified so they can be adapted by conventional high schools.

Requirements Ethical Issues requires one teacher (preferably English or social studies) to be trained at the Institute for Moral Development during July. This introduction enables a person to return to their school and teach as many sections as might be scheduled. A team of persons is preferable, but one individual would suffice. Due to the complex nature of the Just Community School, it would be necessary to send a team of teachers and/or administrators to Harvard to be trained. Typical costs are approximately $1,000 for tuition, $500 for room and board, and $100 for books and materials.

Costs For the Ethical Issues Course, replicators would need the following: two teacher's guides @ $50 each; 30 student handbooks @ $10 each; films to accompany the course @ $300 per semester (note that not all of these are required and some may be locally owned). Staffing costs can be met by reassignment of personnel.

Services Awareness materials are available free to potential replicators, and visitations may be arranged by appointment. Availability of project staff to attend awareness sessions and to provide training services other than at Harvard may be arranged (costs are negotiable).

Contact ***Anthony Arenella; Scarsdale Public Schools; 45 Wayside Ln.; Scarsdale, NY 10583. (914) 723-5500, ext. 144 or 147.***

Developmental Funding: USOE ESEA TITLE IV-C JDRP NO. 80-31 (11/25/80)

INDIVIDUAL PROGRESS PROGRAM. A complete academic program for gifted students.

Audience Approved by JDRP for students in grades 2-5 who show such an accelerated rate of academic/intellectual growth that their needs cannot be met with grade level teaching and materials.

Description The IPP model is for gifted students in grades 2-5 who are in the top 2% as measured by academic/intellectual tests. The program accelerates students through a basic skills core curriculum at a level commensurate with their own ability. This curriculum integrates all disciplines under the "umbrella" of the social studies, and crosses all age and grade levels. A theme is applied to the curriculum, which rotates every three years. Five manuals have been developed for use with the program: one for a general program description; three for curriculum—one for each year of the cycle; and one describing the use of affective measures in the program. Within these manuals are lists of all texts and additional curriculum resources used by the staff. When students enter the program, they are diagnosed for level of proficiency in the areas of reading/language arts and mathematics. Once students have been tested for individual levels of competency, they are grouped for instruction within each classroom according to the appropriate level. Diagnosis is continued by testing at intervals throughout the year in order to monitor mastery of basic skills and ascertain strengths and weaknesses. Scheduling is arranged so that students may move between classrooms in order to work with their intellectual peers in each academic area. In addition, an enrichment component, which focuses on foreign language, art, the media, folk dance, and computer basics, operates on a six-week rotating schedule. Management tools help teachers maintain student schedules and assist the students' time management. In addition to academic achievement, it is expected that each child will complete independent projects in areas of interest. A structured format is provided for the younger grades, while the older students have a more open ended structure. The community functions as a primary resource for all of the disciplines; resources are either brought into the classroom or students are taken out into the field. Activities in interpersonal skills, self-awareness, and communications are part of the curriculum manuals.

Requirements The Individual Progress Program can be adopted by one or more classrooms in a district. Implementation of the IPP involves a two to six-day workshop for the adopting district staff, workshop length depending on the knowledge base of the adopting team. Consultants will assist staff with planning and adaptation of their existing curriculum materials to the IPP model.

Costs The manuals are designed to provide the program model, including assessment, scheduling, curriculum outlines, and samples of lesson plans and units. The staff and classroom costs are baseline and the textual and resource materials specified by the district are utilized within the classroom. Thus the need for additional materials is reduced. First year cost to a district is usually $5,465. This reflects release time and substitutes. The fee for trainer is negotiable, based on the number of days requested for inservice and amount of materials needed.

Services Visitors are welcome at demonstration site by appointment. Project staff are available for awareness sessions (costs to be shared) and training sessions (costs are negotiable). A one day follow-up is available and would be negotiated into the cost of the training session.

Contact *Dr. Wendy Roedell, Individual Progress Program Dissemination Project, Educational Service District No. 21, 1410 South 200th Street, Seattle, WA 98148. (206) 248-4961.*

Developmental Funding: USOE ESEA Title IV-C JDRP No. 82-15 (5/12/82)

INSTITUTE FOR CREATIVE EDUCATION. A sequentially ordered curriculum that teaches a creative problem-solving process using tasks linked to a wide variety of subject areas.

Audience Approved by JDRP for heterogeneously grouped, whole classroom use, grades 4-6. Used extensively for gifted and talented programs. Full curriculum available (K-12).

Description Institute for Creative Education activity is based on the belief that creative problem solving is essential to a quality learning experience. The project-developed curriculum teaches a process that helps students develop abilities to solve current and future problems. Creativity is considered a thinking activity that results in an original solution to a problem or situation. The project's goal has been to develop students' abilities to respond creatively to problems or tasks with fluent, flexible, original and elaborate answers.

Unique to this program are the sequentially ordered activities or lessons that teach the process of creative problem solving in an order clearly understandable by students and teachers. The students become decision makers and the teacher facilitates their thinking.

Another feature of this program is a two-day teacher training component. During this training (for an estimated audience of 25), teachers learn the format of the curriculum and the basic elements contributing to reinforcement, consciousness raising, and productive thinking (actual tasks to be performed). Following training, teachers are given the curriculum and asked to use the program lessons or activities once a week. Teachers are directed to use the lessons in sequence so that students will easily understand the process, ultimately reaching the higher-level activities in which problems or tasks are more complicated. These higher-level activities are linked to academic principles and require that students create new or unique solutions that work; a finished product is also a requirement of higher-level activities.

The Institute for Creative Education has prepared several manuals to help adopters. These include an evaluation manual to help adopters and an administrative manual with the necessary information for smooth implementation and project management. The Institute staff is available for consultations. Follow-up services, such as teacher observations, conferences, demonstration lessons, lesson development, and evaluation assistance, are highly recommended.

Requirements The Institute curriculum can be implemented in schools of any size and composition provided that teachers are trained in Institute concepts. It can be used by whole classrooms or cross-grade groupings and in large or small group settings. A group of 25 teachers is ideal for training (two days). The entire adopting staff and an administrator should attend a 1-1/2 hour awareness session before training. The only materials required (for curriculum and project administration) are supplied at cost, approximately $50 per teacher for curriculum, $15 for training manual.

Costs Teacher training is the main expense. One Institute staff member will administer two days of training. If done on release time, the cost of substitutes must be met by the adopter. No additional staff or equipment are needed. Minimum upkeep (involving only such consumables as paper, pencils, craft materials, wood, etc.) is needed after initial implementation.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid, including consultation fee to be negotiated; cost of materials, $60-$65 per teacher; plus trainer stipend). Training is also available at adopter site (travel and per diem must be paid). These services are highly recommended for quality adoptions. Follow-up services are also available to an adopter.

Contact ***Ms. Verne Kelly, Director; and Monica Steinberg, Coordinator; Institute for Creative Education; Education Information and Resource Center; Box 209; Route 4, Delsea Dr.; Sewell, NJ 08080. (609) 228-6000.***

Developmental Funding: USOE ESEA Title IV-C JDRP No. 79-22 (7/11/79)

KIDS KITS (KIDS INTEREST DISCOVERY STUDIES KITS). A program to generate active, self-directed learning and higher levels of thinking, using organized sets of multimedia materials on topics of student interest.

Audience Approved by JDRP for students of all abilities, grades 1-6.

Description KIDS KITS is a multimedia approach to gifted and talented education, special education, regular clasroom instruction, and library media center activities. Based on a school-wide survey of student interest, kits such as Indians, Astronomy, and the Human Body are developed by the library media staff and teachers. Kits contain books, filmstrips, tapes, models, study prints, etc., suitable for all grade levels, a variety of learning modalities, and a range of abilities. Integration of resources into KIDS KITS allows for immediate hands-on use of a variety of materials. There are four phases of student involvement: exploration, in-depth study, application, and sharing of information. Exploration allows students to become aware of topics of interest and resources available. During in-depth study, students ask and answer research questions by listening, viewing, reading, and writing. Students apply the information they have learned by creating a product or preparing a presentation. Student products include study prints, transparencies, tapes, models, photographs, or filmstrips. Products also may be added to the kits. Students are encouraged to share their learning with families, classmates, teachers, and students from other classes through product displays, presentations, and informal discussions. KIDS KITS is adaptable to any scheduling pattern and to any type of school organization, such as self-contained, open space, teaming, or departmentalized. Individuals, pairs of students, small groups, or large groups can use the kits in the library media center or in classrooms. Structured activities are guided by library staff or teachers. Program Effectiveness: Interview data collected at the developmental site and at two adoption sites (one rural and one suburban) indicated that with increased kit use students demonstrate; (a) greater specificity, complexity, and multiplicity in their descriptions of the purpose of their learning activities; (b) more awareness and use of learning resources; and (c) a greater number of applications of the information gained. At the developmental site, where students had participated for one to three years, results were significant at the .001 level. At the adoption sites, after six months, the significant levels varied from .02 to .007.

Requirements Staff at the adopting school develop 8-10 kits. The school identifies a staff member to serve as the program coordinator—usually the library media specialist/aide or a teacher. The coordinator or coordinating team receives one day of training in kit materials selection, program operation, and evaluation. Classroom teachers receive two to four hours of inservice training in how to use KIDS KITS to supplement their instructional program. Library media staff and/or teachers train students in the use of KIDS KITS, operation of audiovisual equipment, and production methods.

Costs A wide variety of commercially available multimedia materials is used to compile the kits. Much of this material is already found in most schools. Costs vary considerably, depending on the amount of new materials purchased. Most schools already have appropriate audiovisual equipment. Materials available for purchase from the KIDS KITS project include Program Manuals (1 required per school), Activity Cards (optional), and Discovery Cards (research questions; optional).

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at the project site. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *Jo Ann C. Petersen; Warder Elementary School; 7840 Carr Drive; Arvada, Co. 80005. (303) 423-1227.*

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 81-40 (12/15/81)

MERRIMACK EDUCATION CENTER CAI PROJECT. A computer-assisted instructional program to augment the basic skill areas of reading and mathematics.

Audience Approved by JDRP for compensatory education students, grades 2-9.

Description This project provides individualized, structured, and sequenced drill and practice and tutorial services for students in Chapter I classrooms. As part of a comprehensive system, the program combines commercially available courseware with supportive organizational arrangements including staff training, materials, hardware and software maintenance, learning environment management, and technical assistance.

Based upon each student's measured strengths and weaknesses, teachers place him/her in the appropriate instructional level. Daily, all eligible students receive 30 minutes of individually tailored basic skills remedial instruction. Materials for instruction have been organized in a series of age/grade curriculum strands that are available in both computer-assisted instruction (CAI) and paper-and-pencil form. Two-thirds of class time is spent in small group or tutorial sessions with the teacher. The remaining third is spent interacting with the CAI system. Information is presented to each student in small chunks. Depending on what type of response a student makes, the computer takes an appropriate step—for a correct response, reinforcement and new material; for an incorrect response, a tutorial with additional practice. The teacher can assign the student a special drill for remediation when necessary. The computer management system keeps track of each student's progress, and generates reports for use by teacher and administrators. Procedures have been adapted to serve a multi-school district delivery system, and a management technical assistance system exists to guide implementation of the program as a supplement to the regular program. The technology activities have been identified as an NDN Technology Lighthouse Center. In addition to the JDRP approved program, visitors to the project site participate in applications of the uses of computers in education, as outlined in the following components: teacher/administrator training; software/courseware training; hardware and cooperative purchasing; data base management, and comprehensive planning. Computer literacy seminars are offered to school districts and software is available for preview.

Requirements Adopter would install a cluster of eight terminals, a central processing unit, and a printer in a computer laboratory setting (single classroom is adequate). Classroom teachers can use the system with very little training. The programs of Lighthouse can also be adopted as individual components (e.g. Computer Concepts software and Computer Applications Planning).

Costs Host computer services 96 terminals (12 clusters of eight terminals). Each cluster services 240-300 students during the normal school week. Cost is turnkey except for telephone connection which varies with installation site. Cost includes training, technical assistance, full maintenance, lease-purchasing of equipment, insurance, evaluation assistance, all courseware, stand-by terminal tests, etc. A cost effective version using a Sony microcomputer is also available. Lighthouse applications feature Apple, IBM and other major equipment for student classroom use.

Services Awareness materials (including evaluation report) available. Visitations and training opportunities scheduled weekly. Project staff available to attend awareness meetings in states (costs to be shared). Training done at adopter site as well as project site. A Computer Applications Planning Guidebook is available for $9.75 and Computer Concepts software can be made available separate from training.

Contact ***Richard Lavin, Ed.D, Director; Merrimack Education Center Computer-Assisted Instruction Program; 101 Mill Road; Chelmsford, MA 01824. (617) 256-3985.***

Developmental Funding: USOE ESEA Title I | JDRP No. 82-34 (6/2/82)

PROJECT 50/50: A computer technology curriculum for secondary school students.

Audience Approved by JDRP for secondary school students.

Description Project 50/50 is a computer technology program designed to assist secondary school students in gaining computer application skills while increasing their levels of social functioning and academic achievement. The project was developed and implemented as an education/industry partnership and has as its target population, ethnic minorities, females and disadvantaged youth.

The uniqueness of the program is found in its comprehensive approach. The curriculum focuses on computer applications and consists of four components:

*COMPUTER AS A SUBJECT covers current and future computer applications, history, terminology, and robotics.

*COMPUTER AS A TOOL introduces programming in LOGO and BASIC languages and the use of graphics and word processing software.

*COMPUTER AS A CAREER focuses on tech-based careers and job opportunities, job search techniques, interviewing skills and inter-personal relations.

*COMPUTER AS A METAPHOR includes exercises in orienteering, and uses map and compass skills in relation to programming a computer.

When a school adopts Project 50/50, a network with local businesses is either begun or enhanced; teachers are trained; collaboration between schools is encouraged; and a curriculum is established. In contrast to comparison groups, Project 50/50 students have demonstrated significantly greater acquisition of computer skills (as measured by the Computer Skills Test), self-esteem (as measured by the Tennessee Self-Concept Scale), and interest in math, science and technology (as evidenced by student schedules), based on a one-year intervention period. Following a four-year plateau of achievement scores for math, reading and language, Project 50/50 students demonstrated significant gains compared to a norm group.

Requirements Adopting school district should provide five days of training for the computer novice and three days of training for the computer experienced teaching staff. One desk-top microcomputer and a printer are needed for every two students.

Costs Cost for replication is $150 per pupil (n=100). Costs include an administrator to coordinate and supervise all program activities, and teacher and trainer preparation expenses.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff is available for out-of-state awareness workshops (cost to be negotiated). Training is available for potential adopters at their home site or at the Oxford site, if more convenient. Excellent training materials are available for teachers and students.

Contact ***Deborah J. Miles, NDN Coordinator; French River Teacher Center; North Oxford, MA 01537, (617) 987-1626.***

Developmental Funding: Local JDRP No. 84-13 (3/26/84)

SAGE—A program designed to improve academic achievement by providing a differentiated specialized curriculum for gifted and talented elementary students.

Audience Approved by JDRP for academically/intellectually gifted and talented students grades 1-5.

Description The objectives of the program are to develop higher order and critical thinking skills and to improve academic achievement by providing a differentiated specialized curriculum for academically/intellectually gifted and talented elementary school students. The regular school curriculum is extended based on a three-fold model incorporating thinking skill development, mini-study units and independent study. Activities presented in the thinking skills developement portion of the curriculum: stimulate and challenge students to think and to perform at higher levels of thinking; assist in the development of critical, inductive, deductive, and creative thinking skills; and present specific instruction in areas of information gathering, organizing and using resource materials. Mini-study units, extensions of the basic curriculum, are interdisciplinary in nature, and incorporate thinking skill activities in broad topic areas. The third segment of the SAGE core curriculum is independent study, which allows students to extend and to enrich their knowledge of interest/content areas.

Students participating in the program performed at significantly ($p<.05$) higher levels in higher order thinking skills, when compared to a non-participating comparison group, as measured by either the Ross Test or Higher Cognitive Processes (grades 4 and 5) or the Test of Cognitive Skills (grades 1-3). Similar gains were achieved on the Comprehensive Tests of Basic Skills, Form U and the Cornell Critical Thinking Test, Level X.

Requirements Depending upon the needs and resources of the interested parties, any model or combination of models (Separate Class, Resource Facility, Consultant Teacher) may be implemented. A two-day training program is required, as well as the purchase of the Project SAGE Teacher Training Manual.

Costs SAGE program materials are $105 per set. Training fees are $150 full day, $75 one-half day. An annotated listing of commercial materials which augment the program is available to adopters for $4.50.

Services Awareness materials are available at no cost. Project staff are available for awareness, training and follow-up. Implementation and follow-up services are available. Visitors are welcome to the project site by appointment.

Contact *Sandra Cymerman, Disseminator or Diane Modest, Director; Project SAGE; Barbieri School, Framingham Public Schools; Dudley Road; Framingham, MA 01701. (617) 872-4253 or 3546.*

Developmental Funding: ESEA Title IV-C JDRP No. 83-43 (5/27/83)

PROJECT SUCCESS ENRICHMENT: A program to enrich the education of intellectually and creatively gifted students.

Audience Approved by JDRP for gifted and talented students, grades 2-8.

Description 1Special enrichment activities are provided for students in grades 2-8 with exceptionally high ability in the areas of language arts and art. Students are grouped in enrichment classes of 15 or fewer students per section. (This can also be accomplished within a regular classroom setting). Enrichment classes meet 2 hours per week. The participants are not relieved of their regular classroom assignments although if the pullout model is used, they are excused from regular classroom attendance to participate in the program.

Enrichment centers are supplied with project curriculum materials, equipment and staff. Lessons are presented in a hierarchical sequence from skill awareness through skill acquisition, skill mastery, skill application, to skill transfer. At the skill application level, elaboration, originality, divergent thinking, and problem solving are stressed.

The language arts curriculum includes (l) Imagery (similes, metaphors, and personification), (2) Vocabulary (descriptive adjectives and work expansion), (3) Sentences (order, types), (4) Literature (Newberry Award winners, Literary Analysis), and (5) Format (organization, editing, theme). Upon mastery of these topics, Learners study in-depth, various types of poetry and short story writing and transfer their literary knowledge to a variety of integrated projects. Both oral and written communication skills are stressed through various teaching strategies. The curriculum is embodied in six packets (four years of instruction): Introductory, short story, poetry, drafting and editing, literature books and projects, and evaluation.

The art curriculum emphasizes drawing, painting, and clay work. After completing skill awareness and skill acquisition activities, students embark on individual projects.

Requirements Implementation requirements include: Identification of instructors; instructors and principal participate in one-day inservice; identification of students; acquisition of curriculum; pre-testing; instruction; two-day follow-up (principal); and post testing.

Costs Adopters pay travel and per diem costs for one trainer. Twenty-thirty persons can be accommodated in one training session. Adopters purchase training and curriculum manual for $100. At least one manual per school is required. One manual per instruction is desirable.

Services Visitors are welcome at any of our demonstration sites by appointment. Project staff are available for awareness and training sessions and for follow-up and evaluation services. Interested schools may make application for these services. Applications are available upon request. Project brochures and secondary awareness materials are available upon request.

Contact ***Carolyn Gaab-Bronson, Project Success Enrichment; 7249 Capitol Blvd. S.; Tumwater, Washington 98501. Phone (206) 352-0922.***

Developmental Funding: ESEA Title III and IV-C

JDRP No. 83-6 (3/4/83)

TALENTS UNLIMITED. A structured attempt to apply a multiple-talent theory approach to the regular classroom situation.

Audience Approved by JDRP for grades 1-6.

Description Talents Unlimited is designed to help teachers recognize and nurture multiple talents in children of varying ability levels, including talents in the areas of productive thinking, communication, forecasting, decision making, and planning, as well as in the academic areas. The program is a structured attempt to implement and evaluate at the elementary classroom level the multiple-talent theory as defined by Dr. Calvin Taylor; it is based on sound educational and psychological research in learning. Replicable models for teacher training, student instruction, and evaluation have been developed. The program can operate within any organizational pattern.

The Talents Unlimited process model focuses on regular classroom instructional programs, not on gifted programs per se.

Requirements Adopting schools are given permission to replicate the three program models: teacher training, student instruction, and evaluation.

Costs Costs include travel, lodging and food for consultant. Two days of training are required for classroom implementation. Materials are $75.00 per LEA for a basic set; $50.00 optional for additional teaching materials.

Services Awareness materials are available at no cost. Visitors are welcome at project site on the first Monday and Tuesday of every month. Project staff are available to attend out-of-state awareness meetings (travel and per diem to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (all expenses to be negotiated). Implementation and follow-up services are available to adopters (all expenses to be negotiated).

Contact ***Florence Replogle; Talents Unlimited; 1107 Arlington St.; Mobile, AL 36605. (205) 690-8060.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-82 (6/6/74)

URBAN ARTS PROGRAM. A program used to improve instruction in all the arts and to expand school use of community art facilities.

Audience Approved by JDRP for grades 7-12. This program has been used in grades K-6.

Description Since 1970, Minneapolis Schools' Urban Arts program has enabled students to learn from artists and arts organizations. Responding to two basic needs—for better use of the arts in education and better use of a community's arts resources—Urban Arts adapts its key practices to each school's needs and resources. The initial training session focuses on identifying such needs and resources through conferences with teachers and administrators and develops a local plan for Urban Arts practices that fits each school. Five strategies are used: arts practicum workshops for students' arts support crews as curators, camera persons, stage managers, graphics designers, and writers; placing artists in classrooms with students and teacher; activating teachers' arts talents and skills to develop an arts collaborative; connecting arts events and exhibitions to curriculum; and joining the community in arts celebrations.

The program's goal is to give all students the opportunity to learn with artists and the arts while developing their own aesthetic judgements. Understanding of the arts is acquired by training, practice, and experience through an instructional manner that is direct, immediate, and personal. Basic to the program is the idea that the community is an appropriate place to learn the arts. Workshops with students and teachers are held where the arts are created, housed, and performed. Existing arts facilities in the community—museums, galleries, workshops, concert halls, theaters, and studios—are used extensively.

Adoption requires 3 to 6 days of training workshops for teachers and community arts persons to adopt the 5 basic strategies and to set up a management group. Local artists supplement teachers, and teachers with special talents often work as artists for the program. Three workshops are provided for adopters (a minimum of 8 and a maximum of 60 persons per training session at the adopter site, with a visit to the original site optional. The program can be replicated in districts of any size, including those in rural areas. Urban Arts has been adopted for programs for the gifted and talented in many locations.

Requirements The Manual for Adopting Urban Arts provides guidance for planning and implementing a custom-made program for each school that employs variations of the five program strategies. Implementation results from plans made during training for use of available resources in the school and community.

Costs Annual maintenance has ranged between $3,000 and $36,000, depending on school size and program complexity.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated). Training for adopters provides the service of an experienced arts consultant for six days.

Contact Wallace Kennedy, Project Trainer; Urban Arts Developer/Demonstrator Project; Exchange at the Teacher's Center; 110 Pattee Hall; 150 Pillsbury Drive, SE; Minneapolis, MN 55455. (612) 376-8234.

Developmental Funding: USOE ESEA Title III JDRP No. 75-27 (5/7/75)

UTILIZING COMPUTERS IN TEACHING SECONDARY MATHEMATICS. Asbury Park (N.J.) program of microcomputer-based instructional materials and techniques to improve mathematics skills.

Audience Approved by JDRP for students of all skill levels, grades 9-12; this program has also been successfully used in grades 7-8 and 13-14.

Description This project's goal is to improve mathematics skills through the use of microcomputer-based instructional materials and techniques. The project's package consists of two teachers' manuals and six disks containing approximately 80 computer programs which encompass six areas of secondary level mathematics—Algebra I & II, Geometry, Trigonometry, Calculus and Applied Mathematics. While some programs are tutorial in nature, others are drill and practice or simulations using graphics. The programs can easily be integrated into any traditional math curriculum without the need to hire any additional staff.

A typical approach to implementing the project materials is to introduce the topic of study using traditional methods of instruction. Students are then instructed to access the specific computer programs designed to apply the concept or skill and obtain detailed explanations and instructions as to how to proceed with independent investigations utilizing the information provided. During this time, the teacher serves as a resource person providing individualized assistance. A follow-up discussion is held at the end of the class period and work is assigned from the text or from a worksheet generated from the computer program.

Requirements No additional or special staff is necessary to replicate the project. Approximately four hours of training are required. Request a "turn key" or Certified Trainer for each state implementing the project.

Costs A fee of $150 is charged for the teachers' manuals and computer programs; Consortium cost $450. For further information contact project staff listed below.

Services Awareness materials are available upon request. Implementation and follow-up services available to adopters.

Contact *Judy F. Smith, Director or Christine W. Perry, Disseminator/Trainer, Asbury Park Board of Education, 1506 Park Avenue, Asbury Park, New Jersey 07712 (201) 776-2619 or 774-3412.*

Developmental Funding: USOE ESEA Title IV-C JDRP No. 82-17 (4/29/82)

PROJECT SCAT: Skills for Consumers Applied Today. A consumer education program in health and money management for high school students. Approved by JDRP for students in grades 9-12.

Description Each of the two one-semester courses developed by this project is designed to acquaint students with basic elements of our economic system and to help them to acquire the skills, concepts, and knowledge required to function as informed and wise consumers. Each course addresses six topics. "Health and the Consumer" deals with a balanced diet, food additives, food shopping, medical care, personal grooming, and product safety; "Money Management and the Consumer," with basic economic skills, budgeting, banking, credit, insurance, and taxes. Each topic is treated in a separate student Packaged Activities for Learning (PAL) booklet. Each student booklet is accompanied by a teacher PAL. Instructional materials for the 12 units include student booklets, teacher guides, and classroom aids. Student PALs, illustrated with project-developed cartoon-type characters, follow a uniform format, which consists of an introduction, vocabulary, content, and subjective and objective review questions. Teacher PALs contain content outlines; behavioral objectives; activities and suggested resources; instructional aids, including tests, activity sheets, film guides, and transparency masters; and answer keys. The project has also developed student competency tests for both courses, unit tests, transparency sets, and a teacher training manual that outlines course purposes and implementation possibilities.

Contact *W. M. Ausherman, Director of Planning and Evaluation; Project SCAT; Osceola County School District; P.O. Box 1948; 401 N. Church; Kissimmee, FL 32741. (305) 847-3147.*

Developmental Funding: USOE ESEA Title IV-C JDRP No. 80-45 (12/23/80)

SECTION L: Health/Physical Education

*Athletic Health Care and Training Program L-1

CASPAR Descision About Drinking, Alcohol Education Program L-2

*CHOICE L-3

Curriculum For Meeting Modern Problems (The New Model Me) L-13

*Every Child a Winner With Movement Education L-4

*Growing Healthy L-5

*Have A Healthy Heart L-6

Learning for Life L-13

Me-Me Drug Prevention Education Program L-7

*Muscogee Health Project (Health Through Science) L-8

*Ombudsman L-9

PEOPEL: Physical Education Opportunity Program for Exceptional-handicapped Learners L-10

Physical Efficiency and Corrective Physical Education (PECPE) L-14

*Physical Management L-11

*San Jose Nutrition Education Project L-12

Sequential Physical Education Reform: The M-5 Project L-14

**Projects currently funded by the NDN*

ATHLETIC HEALTH CARE AND TRAINING PROGRAM. A comprehensive system to prevent and manage athletic injuries in interscholastic athletic activity.

Audience Approved by JDRP for high school athletics—coaches, school nurses, certified athletic trainers, and student trainers.

Description This program provides the basics for high quality and safety in secondary school athletics. State-of-the-art sports medicine methods, adapted for the high school level, meet the educational, organizational, and recordkeeping requirements toward safer interscholastic athletic activities. The first step includes a 29-hour education session for the entire "health care team" comprised of all coaches, the school nurse, certified athletic trainer (if on staff) and approximately 10 high school student trainers. The course provides common sense and knowledge in the areas of injury prevention, injury recognition, first aid, supportive taping, rehabilitation, organization of the training room as well as the importance and skills of record-keeping. The laboratory portion of the course provides an ample 10 hours of demonstration by skilled health professionals who oversee the actual practice of the learned skills by participants. Coaches and students, after taking the course, show greater concern and ability to recognize injuries. The second step of need assessment considers the existing athletic program for safety and health care quality. School administrators and athletic staff receive a formal written report of the noted deficiencies and suggested corrective action plans. The third step of creating a central training room, serviced by student trainers under adult supervision (preferably a Certified Athletic Trainer), with proper equipment and design, provides services ranging from injury prevention, first aid, and rehabilitation for all student athletes. The Student Trainers Supervisor's Manual provides guidelines for selecting, utilizing and evaluating student trainers. The fourth step of standardized procedures institutes the daily use of written guidelines, checklists and protocols. Participating schools demonstrate knowledge in emergency preparedness as well as organized management of health-related problems in student athletics. The Communications Manual explains the importance and use of special forms. Computer generated reports of data analysis and observations of each sport permit informative seasonal and year-end evaluative summaries. An Administrative Manual explains the Athletic Health Care System philosophy and all procedures. The Continuing Education Committee of the American College of Sports Medicine has endorsed the efforts of the project developer.

Requirements Written support from school administration and local medical community; assessment of the entire athletic program; appointment of student trainer supervisor; required attendance by all coaches and student trainers at the educational session; formation of a central training room; use of daily system procedures; accurate recordkeeping; full participation in the evaluative component of the system; a school-wide commitment to change; and attention to detail ensure successful implementation.

Costs Adoption expenses are negotiable. Within Washington State, costs range from approximately $5,000-$7,000. Outside the state, $7,000-$9,750 for a single school. Training occurs at adoption sites. The cost figures include: training for all coaches and student trainers, system implementation services, travel and per diem for project staff, materials and manuals, evaluation services, follow-up visits. Teacher and student time to receive the education course requires school administrators to plan or provide substitutes or consideration. Recurring yearly costs are between $1500-$2500.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff are available to attend out-of-state awareness meetings (expenses negotiable). Training is conducted at adoption site. An annual National Leadership Institute for becoming a "certified Administrator" for the Athletic Health Care System is conducted for one week in Seattle in July.

Contact *Stephen G. Rice M.D. and/or Chuck Marquardt, A.T.C.; Athletic Health Care System; Division of Sports Medicine GB-15; University of Washington; Seattle, Washington, 98195. (206) 543-1550 or 324-5116.*

Developmental Funding: USOE ESEA Title IV-C JDRP No. 82-37 (7/21/82)

CASPAR (Cambridge and Somerville Program for Alcoholism Rehabilitation) Alcohol Education Progam. A curriculum to improve attitudes and cognitive knowledge related to alcohol and alcoholism.

Audience Approved by JDRP for all students in grades 7-12. This program has also been used with elementary and alternative school audiences.

Description Sociological studies of ethnic groups with high and low rates of alcoholism confirm the apparent transmission of drinking attitudes and behavior along family and cultural lines and link the incidence of alcoholism to the way in which children are acculturated to alcohol. In contrast to views of alcoholism based exclusively on psychological or physiological determinants, these studies suggest that alcohol use and abuse are learned behaviors and that attitudes toward drinking are prime factors in the development of alcoholism.

The *Decisions About Drinking* curriculum has units for elementary grades 3-6, junior high grades 7-9, and senior high grades 10-12. Each unit has sequential modules for each grade level which follow a spiral pattern, repeating similar concepts in progressively greater depth. Each module is designed for seven to ten 45-minute teaching periods, with flexibility for expansion or contraction to a minimum of five teaching periods. Alcohol use and decision making are covered during the first six or seven periods, with alcoholism covered only during the last one to three periods, when children who are experiencing family problems will be more ready to accept this information. The curriculum emphasizes high student involvement through participatory activities such as debates, role plays, polls, drawings, and small group discussions. Activities focus on real life issues and situations, and convey repeated and consistent messages about responsible decision making in relation to alcohol use. Trained teachers using the CASPAR model can produce classroom situations in which many children will exhibit atypical behavior, signalling their distress over alcohol-related concerns. At this point, the teacher can discuss problems with the students and refer them to appropriate community agencies. Besides facilitating referrals, evaluation evidence from a number of sites indicates that proper implementation increases knowledge and affects attitudes, and that these changes remain for at least a year. Published evidence also suggests that repeated exposure may affect rates of problem drinking.

Requirements Teacher training consists of a 24-30 hour workshop. At a minimum, a 3-day (18 hour) workshop is recommended. It is desirable to have an additional day as follow-up; the curriculum should be tried out in a 2-3 week interval before the follow-up session. Purchase of curriculum manuals (one per school) and resource materials is required. Although films which can be purchased or rented are featured in the curriculum, they are not required. For each curriculum activity based on a film, an alternative activity is provided. The program can be implemented by one teacher or by a total school district. No personnel or facilities are required.

Costs Personnel Training: an 18-hour workshop for a total of 15 participants—$1500 first year; $0 subsequent years. A maximum of 45 participants can be trained by three certified trainers at a given time. Equipment and materials: Films—optional. CASPAR'S *Decisions About Drinking* Curriculum, grades 3-12, costs $125 and includes one set of pamphlets. Consumables for classes can be copied from curriculum manual.

Services Awareness materials available free. Project staff are available to attend awareness meetings in state and out-of-state with adopter to bear cost. Workshops are provided at the adopter site. Week-long workshops are held at the project site, $350/person. Follow-up services are available at a cost of $50/hour. Adopters must bear all costs.

Contact ***Ruth B. Davis, Ph.D., Director; CASPAR Alcohol Education Program; 226 Highland Avenue; Somerville, MA 02143. (617) 623-2080.***

Developmental Funding: JDRP No. 82-42 (10/28/82)

PROJECT CHOICE: A cancer prevention program for students grades K-12.

Audience Students grades K-12.

Description Project CHOICE is a cancer prevention and risk-reduction curriculum for students in grades K-12. The program lessons are taught during a two-week time period at each grade level.

The Project CHOICE curriculum consists of comprehensive, sequential units which promote three primary learning goals: 1) Students will learn cancer information and components of cancer risk; 2) Students will learn a rational process of information evaluation and decision making; 3) Students will assume the locus of responsibility for behaviors leading to cancer risk-reduction and wellness.

The curriculum kits include original filmstrips, experiments, decision-making scenarios, group work, classroom reports, debates and discussions. The overall program emphasis is on positive health promotion, personal responsibility for health, the role of health professionals, and an understanding of risk and risk-reduction concept. The lesson themes attempt to replace a fear of cancer with a positive and active approach to maintaining health. At different grade levels the units deal with seven broad areas of cancer risk: Host Factors; Drugs—including alcohol and tobacco; Occupational Hazards; Stress; Environmental Factors—including radiation exposure; Nutrition; and Sun Exposure.

Not all cancers can or will be eliminated by cancer risk-reduction practices; therefore students are taught to understand and recognize cancer warning signs, methods of early detection, appropriate treatment, and unproven methods of cancer treatment. By developing their own personal cancer risk-reduction plans, students enhance their awareness of their own responsibility for their health. Teachers are provided with complete lesson plans, student learning objectives, a Cancer Resource Guide with information that corresponds to lesson content, and all teaching materials.

Requirements Adopting districts are required to take part in a one-day inservice training. The adopting district must agree to teach all 10 lessons. The gathering of evaluation data by adoptors is optional but recommended.

Costs K-12 kits include all materials and teacher resource guides at approximately $50-$395 a grade level, or approximately $1490 for a K-12 set.

Services Project staff are prepared to provide awareness, training, and follow up. Travel expenses will be negotiated with adopting districts. Sample kits are available for preview. Contact Project CHOICE Staff for details.

Contact *Connie Hansen, Project Director; Project CHOICE, 829 S. 22nd Street, Arlington, VA 22202. (703) 979-4679 or Sarah Miller, Curriculum Coordinator; Project CHOICE; Fred Hutchinson Cancer Research Center; 1124 Columbia Street; Seattle, Washington 98104. (206) 467-4679.*

Developmental Funding: National Cancer Inst. JDRP No. 83-18 (3/8/83)

EVERY CHILD A WINNER With Movement Education. An individualized movement education program providing mainstreaming and success experiences for all children regardless of physical or mental ability.

Audience Originally approved by JDRP for students grades K-6, reapproved 1985 by JDRP for grades 1-3. Components for grade 4-6 are still available and active.

Description The program design provides developmental movement experiences for children centered on themes of space awareness, body awareness, quality of body movement, and relationships. These themes are taught through creative games, creative dance, and educational gymnastics. Competition is found in the program only when child-designed. The project slogan, "Every Child a Winner," finds expression through the discovery learning approach to teaching movement. Students are encouraged to reach their personal potential, and "winning" occurs as each child does his or her best.

Every Child a Winner—Lesson Plans includes 31 behaviorally stated objectives, with lesson plans written to enable teachers to meet these objectives. Training is designed to help classroom teachers and physical educators implement the lessons. The lessons are designed to enchance the child's self-concept, to improve academic skills, and to improve physical fitness and motor skills.

Phase I Training (three days) includes an accountability model for program implementation, teaching techniques for Every Child a Winner movement lessons, and sessions on public relations related to successful implementation of the program. Phase II Training (two-day continuation) provides detailed information on refining students' movement skills and assistance in implementation in the upper grades. The program should be implemented first in K-3, with a plan for expanding to K-6.

Limited funds prevented a study of program effects on grades 4-6. Therefore, JDRP approval covered only grades 1-3. However, the program has been successfully implemented in grades K-6 since 1974 in over 800 schools in 48 states, the Virgin Islands, and Canada. An evaluation (1983) involving a random sample of 3,800 students, pre- and post-testing using the Washington State Fitness Test indicated significant gains (grades 1-3) in total fitness measures using a factor score composite.

Requirements Program can be conducted by classroom teachers and/or physical educators. Pupil-teacher ratio 1:30. Training is essential. Facilities needed are a multipurpose room or indoor area large enough for participation, as well as outdoor space to conduct movement lessons. Equipment needed for each child is supplied by project. Training materials and resource books are required.

Costs Training materials: one copy per training participant, *Every Child A Winner... A Practical Approach to Movement Education*, $10 each. Resource book list and equipment list supplied by project. Costs vary depending on the number of students involved.

Services Awareness materials are available at shared cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out-of-state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Martha F. Owens; Every Child a Winner; Irwin County Schools; Box 141; Ocilla, GA 31774. (912) 468-7098.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-60 (6/6/74)
Recertified (2/85)

GROWING HEALTHY (Incorporating the Primary Grades Health Curriculum Project and the School Health Curriculum Project). A comprehensive health education program designed to foster student competencies to make decisions enhancing their health and lives.

Audience Approved by JDRP for students of all abilities, grades K-7.

Description Growing Healthy includes a planned sequential curriculum, a variety of teaching methods, a teacher training program, and strategies for eliciting community support for school health education. It involves students, teachers, educational administrators, other school staff, community health personnel, and the families of participating students. Through group and individual activities, children learn about themselves by learning about their bodies. There is one 8-12 week unit for grades K through 6 and a semester course for grade 7. Each grade studies a separate unit specifically designed for that age group. The units include: An introduction of the five senses, feelings, caring for health, and general health habits; the senses of taste, touch, and smell and their roles in communicating health information; the emotions and communication methods with regard to sight and hearing; the skeletal and muscualar systems; the digestive system; the respiratory system; the circulatory system; and the nervous system. Throughout all grades health information about safety, nutrition, environment, drugs and alcohol, hygiene, fitness, mental health, disease prevention, consumer health wellness, and lifestyle is explored and reinforced. Access to a variety of stimulating learning resources including audiovisuals, models, community health workers, and reading materials, is abundantly provided. The curriculum is designed to integrate with the lives and personality development of children by providing situations in which they may assume responsibility, research ideas, share knowledge, discuss values, make decisions, and create activities to illustrate their comprehension and internalization of concepts; attitudes and feelings. The curriculum has been developed to enhance other school subjects such as reading, writing, arithmetic, physical education, science, and the creative arts. As teachers become familiar with the subject matter during training, they simultaneously learn teaching arts and teaching methods. The teacher uses a learning center approach, which allows children to move about the room, explore resources, and work together in groups. Twenty-four separate studies were completed between 1964 and 1978 to ascertain effectiveness. A recent review and synthesis of these studies indicates that GROWING HEALTHY was effective in increasing health-related knowledge and providng positive health-related attitudes.

Requirements GROWING HEALTHY requires a school team comprised of two classroom teachers, the principal, and one or more curriculum support persons to: receive training in the grade level being adopted; utilize GROWING HEALTHY teaching materials; involve school administrators, parents, and representatives of community health organizations in the project; and offer a GROWING HEALTHY training workshop for others after the first year.

Costs Teacher training costs of approximately $2,500 can be shared by as many as eight teams (32 members including 16 teachers). Nonconsumable instructional materials cost range from about $900 to $4,000 per district per grade level. Consumable instructional materials cost about $500 per district per grade level.

Services Awareness materials are available at no cost. A Project Facilitator has been appointed in each state to supply information and assistance. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at project site (all expenses must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *Kathleen Middleton, Director; School Health Programs, Natonal Center for Health Education; 2190 Meridan Park Blvd., Suite G, Concord, CA 94520. (415) 676-2813.*

Developmental Funding: HEW: U.S. Pub. Health Ser.

JDRP No. 79-14 R (3/1/85)
Recertified (3/85)

HAVE A HEALTHY HEART. A heart health curriculum and aerobic fitness program for regular classroom, physical education, science, and health teachers and their students.

Audience Approved by JDRP for students in grades 4-6. Additional components are offerred and available for grades 7 through 8.

Description There is evidence to suggest that several factors associated with heart disease are related to habits acquired in childhood. The developers of this program assume that educating children about such relationships and teaching them health-promoting habits have great potential for reducing the impact of heart disease. Conducted either within the regular classroom or as part of a physical education, science or health period, this supplemental health course consists of separate fitness and lifestyle units, each with its own set of student materials. Developed in cooperation with sports medicine physicians and members of the American Heart Association's Heart, Health, and the Young Committee, the Fitness Book (third-grade readability level) contains information on setting up and maintaining a personal aerobic fitness program. Developed in cooperation with cardiologists, biomedical researchers and dieticians, the Lifestyle Booklet (fourth-grade readability level) conveys information on the effects of smoking, overweight, stress, heredity, exercise, cholesterol and hypertension on heart disease. Skillpaks containing mazes, puzzles, word scrambles, quizzes, and other activities reinforce concepts taught in the two student booklets. Student materials are used in the classroom for approximately 30 minutes two or three times a week. Students also participate in an aerobic fitness program. (No medical release was required for participating students at the project site. Local physicians determined that students healthy enough to take part in school physical education program activities could participate without risk.) They perform aerobic exercise at their target rate for approximately 20 minutes three times a week. Teachers supervise and participate in all student activities. Project-developed teacher materials include a teacher's manual, a fitness program kit, four videotapes, and resource/enrichment packets.

Evidence of Effectiveness—Six school districts participated in the pilot and field test of HAVE A HEALTHY HEART. Gains for all groups on the project tests were significant at the $p<=.001$ level.

Requirements HAVE A HEALTHY HEART can be implemented in regular classrooms, science or health classes, physical education programs, or a combination of all of the above. No special materials are required. Participants should come to the workshop prepared to do aerobic dance, dissect beef hearts, and make smoking machines. Running shoes should also be worn.

Costs The cost for a one-day training workshop and required materials is $125 per participant. Materials include the following: An implementation manual, fitness and lifestyle tests, beef heart dissection packet, smoking machine packet, relaxation packet, Fitness booklet, Lifestyle booklet, Heart Test booklet, student booklet skillpaks, sweatbands, heart decal, HHH button, and an HHH t-shirt.

Services Awareness materials are available at no cost. A color awareness videotape is available on loan. Training is usually conducted at a regional site. Follow-up services are available.

Contact *Sherry Avena; Have a Healthy Heart; 4095 173rd Place, S.E.; Bellevue, WA 98008. (206) 746-0331.*

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 80-38 (12/9/80)
Recertified (1/85)

THE ME-ME DRUG PREVENTION EDUCATION PROGRAM. A drug prevention education program aimed at improving self-concepts.

Audience Approved by JDRP for public and nonpublic elementary school personnel who work with children in grades 1-6. This program has also been adapted for use with children in kindergarten.

Description The ME-ME Program was developed to improve those conditions which seem to be common to most young people who abuse drugs and alcohol and is based on the premise that if these conditions can be dealt with early, children will have less need to turn to drugs. The ultimate goal of the ME-ME Program is to help children develop to their full potential. This is accomplished by providing activities which enhance children's self-concepts and providing them with the skills necessary to make decisions. Peer pressure is dealt with by presenting students with situations where they must decide whether to go along with their friends or with their own instinct. Children start out making simple decisions. As they progress through the grades, their decisions become more difficult. Drug information is taught in conjunction with children learning about themselves and how to make decisions. Children in the lower grades learn about Mr. Yuk and who is qualified to give them medicines. In the upper grades, children learn about prescription and over-the-counter medicines. The regular classroom teacher is the person who presents the program to children. Teachers are provided with teaching strategies that encourage positive feelings between students and teacher. The materials are student-oriented and are compatible with all areas of the curriculum. Although some of the activities can be used with all elementary level children, each grade level has activities which are unique to itself. Grade level activities are arranged in the proper sequence to assure that the continuity of the program is maintained. Training consists of a 1-day training session conducted by project staff or designated trainer. The materials and in-service training enable any teacher to effectively implement this program in the classroom. Use of the program is monitored by the project staff throughout the first year of implementation. Pretests and posttests were administered to experimental and control groups with matching socioeconomic and geographic backgrounds and ability levels. The project has proven that it increases students' feelings of self worth, decision-making ability, and factual information about drugs. There has been evidence of little drug abuse in schools where the program has been implemented. Discipline problems are fewer in classrooms where the program is being used.

Requirements Adopters must participate in training, use program activities weekly, and agree to the monitoring of activities used by teachers. Administrators must allow teachers time in their daily schedules for program activities. It is recommended that all grade-level teachers (1-6) from the adopting school implement the program.

Costs Costs to schools include training costs, travel expenses (including food and lodging) of the trainer, and the cost of materials. The materials cost $38 for each teacher.

Services Awareness materials are available at no cost. Sample packets are available at $10 per packet (postage included). Visitors are welcome any time by appointment at demonstration sites. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (all expenses must be paid, including travel, lodging, meals, and material costs). Monitoring of program implementation is done throughout the first year.

Contact *Artie Kearney, Ph.D., Executive Director; ME-ME Inc.; 426 W. College Ave.; Appleton, WI 54911. (414) 735-0114.*

Developmental Funding: USOE ESEA Title III JDRP No. 75-47 (5/15/75)

MUSCOGEE HEALTH PROJECT (Health Through Science). A comprehensive health education curriculum.

Audience Approved by JDRP for all students in a normal classroom setting in grades K-12.

Description The Muscogee Health Project is a comprehensive health education program which provides effective health instruction on each grade level. The program may be implemented by elementary, science, physical education or health teachers after only one day of teacher training. Adopting systems may elect to adopt from one to all grade levels. The curriculum guides are organized around clearly defined health objectives with a format which includes: general objective, measurable objective, content, activities, resources, student materials, and teacher materials. Primary emphasis is placed on building a health knowledge base which may be used to establish positive health behaviors. Student activities emphasize active learning and include the following process skills: observing, classifying, predicting, inferring, measuring, interviewing, experimenting, reporting, decision making, and examining relationships.

A series of tests were developed to measure the achievement of the student objectives found in the course of study. These tests may be used to determine the effectiveness of the program at the adopter site. Teachers implementing the program are strongly encouraged to make diagnostic use of the pretest results.

Requirements Implementation requires that the adopter/adapter follow the Muscogee Health Project curriculum guides and devote 30 hours of instructional time for grades K-7, 45 hours to grade 8, and one semester to each of the high school courses. At least 85% of the objectives listed for the Muscogee Health Project must be addressed per grade level of implementation. Teachers implementing the program must receive one day of inservice training by project staff. The minimum commercial materials identified by the parent project must be provided to teachers implementing the program.

Costs The cost of implementing the Muscogee Health Project includes the following: teacher training fee of $150, travel expenses for trainer, commercial student materials at $50-$225 per grade level, and courses of study at $6.00 per grade level.

Services Awareness materials are available at no cost and will be sent upon request. The project staff is available to make awareness presentations to groups of educators (costs to be negotiated). Training is available to be conducted at the adopter site with the training fee and travel expenses being paid to the Muscogee Health Project. Project staff will assist local school systems in adapting the project to local needs. Implementation and follow-up services are available to adopters (travel expenses paid by adopter).

Contact ***Dr. Carolyn Russell, Project Coordinator; Muscogee County School System; 1532 Fifth Ave., Columbus, GA 31901. (404) 324-5661, ext. 270.***

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 81-32 (11/19/81)

OMBUDSMAN. A school-based semester-long drug education/primary prevention program.

Audience Approved by JDRP for students of all abilities, grades 5-6. This program has been used in other settings with grades 7-8.

Description OMBUDSMAN is a structured course designed to reduce certain psychological and attitudinal states closely related to drug use. OMBUDSMAN does not emphasize information about drugs per se, although some drug topics are included for discussion as part of specific exercises.

The course has three major phases. The first phase focuses on self-awareness and includes a series of exercises permitting students to gain a wider understanding and appreciation of their values as autonomous individuals. The second phase teaches group skills and provides students with an opportunity to develop communication, decision-making, and problem-solving techniques that can be applied in the immediate class situation as well as in other important group contexts such as with family and peers. The third phase is in many ways the most important: the class uses the insights and skills gained during the first two phases to plan and carry out a project within the community or school. During this phase, students have an opportunity to experience the excitement and satisfaction of reaching out to others in a creative and constructive way.

The program must be presented to a given classroom of students for a minimum of two hours per week for a full semester.

Requirements The program can be conducted by classroom teachers or other professional or school personnel. A three-day training session for at least eight professionals is required prior to implementation. Two professionals must teach at least one OMBUDSMAN program per semester. Training takes place at the adoption site or the project site. Eight to 30 participants from one or more school districts can be trained simultaneously.

Costs One OMBUDSMAN teacher's manual must be purchased for each trainee. A supplemental package of related books and filmstrips can be purchased for each school implementing OMBUDSMAN. The cost of this material is approximately $300 per school. Equipment required includes a filmstrip projector, a movie projector, and other normal materials. Daily consultant fee, negotiable. Evaluation service is also available from the Charlotte Drug Education Center. The Student Attitudial Inventory is used to evaluate the OMBUDSMAN program.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project site (all expenses must be paid including cost of training materials). Training is also conducted at adopter site (all expenses must be paid including cost of training materials). Follow-up services are available to adopters (all expenses must be paid).

Contact *Jay Keny, Dissemination Coordinator; Charlotte Drug Education Center; 1416 E. Morehead; Charlotte, NC 28204. (704) 336-3211.*

Developmental Funding: HEW: National Institute on Drug Abuse

JDRP No. 78-194 (6/12/79)
Recertified (1/85)

PEOPEL: Physical Education Opportunity Program for Exceptional Handicapped Learners. A success-oriented P.E. program featuring supervised peer-tutors (student aides) and individualized learning and instruction.

Audience Approved by JDRP for handicapped students and nonhandicapped peer tutors, grades 9-12. This program has also been adapted for use in middle and elementary schools.

Description Project PEOPEL was developed to help schools meet the needs of both handicapped (exceptional) and nonhandicapped students through peer tutoring in a success-oriented physical education experience. PEOPEL is designed for students who because of some physical, mental, social, or emotional condition will benefit more from an individualized program than from general physical education. Through individualized learning in physical education, students develop mental, social, emotional, and physical abilities at their own pace. The emphasis on the individualized learning of a variety of physical activities is made possible by utilizing peer-tutors, called PEOPEL Student Aides, who have completed a special trianing/orientation class and are under the direct supervision of the physical education teacher. This provides a one-to-one instruction ratio in a coeducational setting with up to 30 students per class (15 exceptional learners and 15 student aides). Each student experiences fun and daily success in a variety of individual, dual, or team activities. The organization of PEOPEL Teacher's Guide has 35 separate Units of Instruction, which were developed with task-analyzed performance objectives. Unit of Instruction Performance Objectives are included for history, basic rules, etiquette, terminology, safety, and skill progressions. Other PEOPEL materials are the Administrative Guide and Student Aide (peer-tutor) Orientation Guide.

PEOPEL inservice training is designed to assist physical education teachers and support staff in implementing the peer teaching components of PEOPEL within their school. Training encompasses both administrative and instructional considerations, as well as short- and long-term planning. Staff training participants include an administrator, counselor, special educator, physical educator, and school nurse from each adopting school. One day of staff training is required. PEOPEL classes with the use of student peer-tutors, have demonstrated significantly better gains in physical fitness and attitude scores as compared to adapted P.E. classes without peer-tutors or student aides.

Requirements Program implementation is flexible according to the needs of students, a class, a school, or a district. Instructional procedures enable a school or district to implement PEOPEL with student aides and exceptional students with varying abilities in grades 9-12. No special equipment or facilities are required. Inservice training is designed to meet the needs of the participating teachers, programs, and schools. With inservice training, existing teaching personnel who have a sincere interest can implement the program.

Costs Training materials (PEOPEL guides, manual, and assessment charts) at no cost to participant. Training materials provide administrative and instructional guideline considerations for programming in physical education with trained student aides. Other materials and costs available upon request. Implementation costs based on teacher's salary at 30:1 student-to-teacher ratio. General physical education equipment is used.

Services Awareness materials are available at no cost. Visitors are welcome at project site during sshool year by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at PEOPEL project site (adopter pays own travel costs). Training is also available at adopter site (all travel expenses must be paid). Follow-up services are available to adopter as needed.

Contact ***Dan Arrendondo, Director; Project PEOPEL; Phoenix Union High School System; 2526 W. Osborn Rd.; Phoenix, AZ 85017. (602) 251-3867. Larry Irmer, Coordinator; 3839 West Camelback Rd.; Phoenix, AZ 85019. (602) 841-3124.***

Developmental Funding: USOE ESEA Titles III and IV-C. JDRP No. 79-10 (3/28/79)

PHYSICAL MANAGEMENT: Adaptive physical education designed to meet the needs of overweight students.

Audience Approved by the JDRP for overweight students, grades 10-12. The program has been used in other settings with grades 7, 8, and 9.

Description The Physical Management Program was developed to give overweight students grades 10-12, the knowledge and opportunity to interrupt the cycle of obesity and inactivity that prevents a fully healthy and effective lifestyle. More specifically, PM seeks to:

1. Set the stage for positive change by providing structured practice in social skills, assertiveness, and goal setting.
2. Provide practical nutrition education to students by teaching good group selections, portion control, and caloric density of foods.
3. Enable students to evaluate their physical condition and body composition, and to design a conditioning program for themselves based on the principles of exercise prescription.
4. Replace inappropriate eating habits which have led to obesity and poor physical condition.

Enrollees may earn either a required or elective physical education credit for their participation.

Participants (grades 10-12 in the Physical Management Program) have demonstrated significantly greater reductions ($p < .05$) in body weight and percentage of body fat, and significantly greater increases in levels of physical fitness (p .05) than comparable nontreatment students (enrolled in standard Physical Education) when assessed by selected fitness and body composition measures.

Requirements Physical Management can be implemented in schools of any size with minimal cost and adaptation. Testing may be as extensive as the materials that are available within the school. The minimum requirements are a balance beam scale, a set of skinfold calipers, a stopwatch, and a personality assessment instrument. All instructional materials and test protocols are included in the program training manual. A program administrator's packet contains the necessary parent/physician consent forms, curriculum guides, a resource bibliography and recordkeeping guidelines.

Costs No new staff or special facilities are required and testing equipment is minimal. Costs for a two-day training session, including materials, is $850 plus travel expenses. Maximum enrollment is 30.

Services An awareness packet and a 15-minute video presentation of an existing program with administrator, parent, and student interviews are available at no cost. Project staff are available to attend awareness meetings (cost negotiable). Implementation and follow-up services are available to adopters at local sites. Visitors are welcome at the project site by appointment.

Contact *Eileen Solberg, Project Director, Physical Management Project, P.O. Box 891, Billings, MT 59103; (406) 252-4822.*

Developmental Funding: ESEA Title IV-C

JDRP No. 84-3 (3/13/84)

SAN JOSE NUTRITION EDUCATION PROJECT (SJNEP)—NUTRITION THROUGH SCIENCE. A teacher training program designed to train young children in the science of nutrition while reinforcing regular classroom subjects, especially science.

Audience Approved by JDRP for all students grades K-4.

Description The major goal of the program is to develop cognitive knowledge, foster positive food habits, and improve the overall nutritional status of children in kindergarten through fourth grade. A team approach involves teachers, food service staff members, parents, and students in promoting nutrition awareness through an articulated curriculum of lessons, activities, displays, games, and incentive awards. Workshops for teachers and food service staff focus on innovative teaching techniques to promote increased nutrition knowledge and better food consumption habits by students. Techniques include strategies for integrating nutrition education instruction in primary classrooms with regular classroom subjects and the school food service program. Curriculum guides are simple to use and include over 150 lessons each, plus information and teaching aids to encourage teacher participation. The curriculum is sequential and correlated with appropriate grade levels to allow teachers to individualize student instruction. Games have been designed as self-instructional tools or for small group instruction. Student worksheets are available in Spanish and English.

After training, teachers provide two nutrition education activities per week. Food service staff members implement a monthly cafeteria display which reinforces concepts taught in the classroom. Food service personnel also administer incentive awards to students who display positive behavior in the school lunchroom. Parents volunteer during classroom activities and receive monthly newletters that provide nutrition information, games and nutritious recipes.

From 1977-81, over 2,000 students grades K-4, field-tested SJNEP using state-developed criterion-referenced tests and platewaste (consumption) studies. Project students achieved a 13-19% increase in cognitive knowledge. Platewaste studies demonstrated that project students increased consumption of all food on the school lunch, especially vegetables, salad, fruit, whole grain bread and milk.

Requirements A site coordinator implements and directs the adoption program at one or more sites. The coordinator may be an interested administrator, teacher, or health or nutrition professional. Teachers complete six hours of inservice training in nutrition principles, instructional materials, and program methodology. After inservice teachers select, implement, and record two to three nutrition lessons per week and one food-related activity per month. Teachers assist in evaluation of program. Food service staff participate in one hour of inservice.

Costs Recommended minimum costs for each component of SJNEP are: Each teacher requires a curriculum guide at $35.00 and training materials at $8.00. Each adopting site requires a Bibliography and Recipe Reference guide at $10.00 and an Incentive Award manual at $9.00. Project developed instructional aides help enhance program activities and are recommended at approximately $100. Master copies of monthly parent newsletter are included with adoption of the program. The adopting district or school is to assume duplicating costs of the newsletter and pre/post testing materials.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter or SJNEP site (costs to be paid). Implementation and follow-up services are available to adopters (costs to be paid).

Contact *Alicia Dixon Docter, R. D., Project Co-Director, or Rosetta Holland, Project Co-Director; San Jose Unified School District Food Division; 250 Stockton Ave.; San Jose, CA 95126. (408) 998-6023/6021.*

Developmental Funding: California State/USDA NET

JDRP No. 82-3 (2/17/82)
Recertified (9/85)

CURRICULUM FOR MEETING MODERN PROBLEMS (The New Model Me). A curriculum to help students understand the causes and consequences of behavior. Approved by JDRP for all students in grades 9-12. This program has been used as a course in itself, to supplement existing courses, and with units selected as minicourses.

Description The New Model Me is designed to help students deal with available alternatives for solving personal problems and the consequences of these alternatives. It is a positive, preventive approach to the study of human behavior and aggression. The curriculum is flexible, appropriate for all students, and adaptable to student needs in a variety of school settings. It incorporates the "casual" approach to understanding human behavior, which requires that a person look beyond the surface manifestations of an event to consider its possible cause. Affective materials and activities constitute a substantial part of the program. The New Model Me basic texts are: a student book and a teacher manual that incorporates the student book. Units in the books are: Human Behavior, Controls, Real Self, Values, Response, and Change. The bibliography in the teacher manual suggests appropriate supplementary audiovisual materials and books. Key Elements: a nonjudgmental, experiential classroom for discussing topics in the affective domain; incorporation of the casual approach to human behavior in the classroom; attainment of curriculum goals; and the following minimal instruction: initial in-depth instruction in Unit 1, subsequent instruction in portions of Units 2-6, and 45 classroom sessions per year (35-45 minutes per session). NOTE: A five-unit second edition of The New Model Me became available in July, 1983 from Teachers College Press, P.O. Box 1540, Hagerstown, Maryland 21740. For further information contact John R. Rowe at address below.

Contact *John R. Rowe, Project Director; Lakewood Board of Education; 1470 Warren Rd.; Lakewood, OH 44107. (216) 529-4267 or 521-6463.*

Developmental Funding: USOE ESEA Title III JDRP No. 74-73 (5/29/74)

LEARNING FOR LIFE. Motivational, inventive nutrition/fitness curricula, with original materials for classroom, health, and physical education teachers. Approved by JDRP for students in grades 2 and 5.

Description This imaginative and challenging elementary health program is designed to help children learn how to make informed, healthy choices about food and fitness. It is built on the conviction that early positive experience with good food and physical activity will lead to a life-long commitment to good health. There are two courses: an early elementary curriculum, *The Doofus Stories,* and an upper elementary curriculum, *1From the Inside Out. The Doofus Stories* is a 10-week daily classroom program designed and tested for second grade but used for grades 1 and 3 as well. Its core is a whimsical and informative story read aloud by the teacher. The storybook is accompanied by 52 worksheets and numerous nutrition and fitness activities that take place in class, at home, and in physical education classes. *From the Inside Out* is a 16-week daily classroom program designed and tested for fifth grade but appropriate for sixth grade as well. Its core is a student book that presents up-to-date nutrition and fitness information interwoven with challenging and fun activities, interesting and unusual facts, and lively illustrations. The two courses complement each other without duplication. Each curriculum includes a teacher's guide and resource manual with more than 200 pages of activities, concepts, background information, worksheets, and annotated bibliographies. In addition to the student books and teacher's guides, each program also includes student worksheets and posters.

Contact *Carol Bershad, Project Director; Learning for Life/MSH; Dept. NDN; 165 Allandale Rd.; Boston, MA 02130. (617) 524-7799.*

Developmental Funding: USOE ESEA Title IV-C JDRP No. 80-43 (12/23/80)

PHYSICAL EFFICIENCY AND CORRECTIVE PHYSICAL EDUCATION (PECPE). Teaching the effects of proper exercise on the total functional capacity of the human organism. Approved by JDRP for grade 7.

Description The importance of good physical health and its positive contribution to mental and emotional well-being is well documented by research. The philosophy underlying PECPE is that a scientifically planned program is more likely to improve physical health and conditioning than less-structured, traditional physical education programs. PECPE seeks to add to an otherwise comprehensive physical education program component that will meet three important objectives: increased physical strength; an expanded range of motion for arms, legs, and hips; and improved cardiorespiratory efficiency. All children initially are assessed for strength and endurance and individual prescriptions are produced. Students have regular exercise sessions designed to meet program objectives. These include stretching, neuromuscular integration activities, an 11-station circuit on a multistation weight machine, and cardiovascular activities. An individual student record card showing daily progress is maintained.

Contact *Marvin R. Rexroad, Project Director; Jackson Junior High School; 34th St.; Vienna, WV 26105. (304) 295-4555.*

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 79-37 (9/26/79)

SEQUENTIAL PHYSICAL EDUCATION REFORM: The M-5 Project. A logical, sequential, self-directed program in physical education that fosters knowledge about P.E. and positive attitudes toward becoming and staying physically fit.

Audience Approved by JDRP for students of all abilities, grades K-6.

Description The project's mission is to give students and their teachers knowledge about physical education and positive attitudes toward becoming and staying physically fit. Activities are built around major skill areas through the use of a variety of techniques that include specially designed learning centers and individualized learning activities.

The program endeavors to enable each child to develop physically, emotionally, socially, and mentally through the medium of physical activity. At the beginning of each school year students are requested to complete a health appraisal form which aids teachers in recommending individual programs. As soon as the forms are returned, physical fitness testing begins, with each child being tested on the following skills: bench push-ups, curl-ups, squat-jumps, standing broad-jump, and the 30-yard dash. After testing, skill level needs are determined and the M-5 program begins.

All students visit six movement activity centers two days a week for approximately five minutes. The centers are designed to develop fitness and movement skills through sequential activities from lower to higher levels. As skills are developed, students progress to the next higher skill level, which allows students to gain the foundations needed in a logical and sequential manner. One day a week is spent in self-testing to determine improvement, the remaining two days in movement motivators: bean-bag activities, group and creative games, gymnastics, hoop activities, parachute activities, and yarn-ball activities. In addition, students are encouraged to be self-directive and to develop interest and proficiency in worthwhile recreational activities. It is expected that through this effort students will develop physically, emotionally, socially, and mentally as they engage daily in physical education.

Contact *Carolyn M. Morphy, Director; McBee Institute of Creative Education, Inc.; P.O. Box 1315; Marion, NC 28752-1315. (704) 756-4871.*

Developmental Funding: USOE ESEA Title IV-C JDRP No. 78-172 (5/13/78)

SECTION M: Preservice/Inservice Training

California Migrant Teacher Assistant Corps: California Mini-Corps M-1

ECOS Training Institute (ETI) M-7

*Effective Use of Time in Secondary Reading Classes M-2

*Inservice M-3

Inservice Training in Developmental Therapy M-7

Learncycle: Responsive Teaching M-4

Pilot Project Utilizing Supportive Personnel Using Behavior Modification Techniques with Articulatory Disordered Children M-8

Project Management Basic Principles and Techniques M-8

*SITE: Successful Inservice Through Turnkey Education M-5

*Teaching Research Data Based Inservice Training M-6

**Projects currently funded by the NDN*

CALIFORNIA MIGRANT TEACHER ASSISTANT CORPS: California Mini-Corps. A program designed to supply cross-cultural tutorial services to school districts and to train a pool of bilingual, cross-cultural teachers.

Audience Approved by JDRP for consortia of universities, state or county offices of education, and school districts wanting to implement bilingual, cross-cultural teacher-training practicums.

Description The California Mini-Corps is an education management system that recruits the offspring of migratory farmworkers, helps them to enroll in college, trains them to provide direct instruction services to active migrant pupils, and ultimately increases the pool of professional educators who are specially trained, experienced, and committed to working with migrant children. From a modest beginning in 1967, when 14 Mini-Corps students worked as teacher assistants in two school districts, the program now fields about 330 Mini-Corps students per year in summer and school-year placements in 84 school districts in California.

Candidates for the program are recruited from the ranks of graduating high school seniors and college students who are former migrants.

Training sessions for the Mini-Corps are held in summer immediately following the end of the spring semester or quarter. At these institutes, Mini-Corps teacher assistants are trained in tutorial skills for the areas of cultural awareness, math, English as a second language, reading, classroom management, physical education, swimming, and language arts.

The program maintains permanent records on all of its students, including personal profiles, past performance ratings, inventories of skills, language proficiency scores (English and Spanish), college courses and grades, and work experience. Thus, it is possible to match the background of the student with the needs of the school district to which he or she is assigned. All Mini-Corps students are placed under the direct supervision of a "master teacher" who is provided with a complete student profile and manual describing appropriate use of the student in the classroom.

Since 1967 Mini-Corps has developed a coordinated set of administrative handbooks, recruitment aids, curriculum guides, student training materials, and evaluation instruments.

Requirements Adoption requires a consortium of universities or colleges offering teacher training in bilingual education with elementary and secondary emphasis; a state, county, or regional education agency willing to manage the program, and a district to supervise the teachers in group activities with migrant or other bilingual children. Consortium must provide technical assistance and preservice under auspices of Mini-Corps, recruit and train teacher assistants and supervisors, and assign teacher assistants to migrant and/or bilingual children.

Costs Program could be supported through Migrant Education, other Chapter I funding, or other public or private foundations. Estimates for 1978 were $3,450 for technical assistance package and $62,580 for a program of full-time supervision and 20 teacher assistants serving 400 full-time equivalent pupils. Cost per learner, $83.44 for 10-month school year. Cost for summer school program approximately 60% less. Costs may be reduced substantially by negotiation with colleges for work-study funds.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopter.

Contact ***Herbert C. White, Director of California Mini-Corps; or Joseph P. Rice, Director of NDN Developer/Demonstrator Project; 1859 Bird St.; Oroville, CA 95965. (916) 534-4430.***

Developmental Funding: USOE Title I (Migrant) JDRP No. 78-196 (11/17/78)

EFFECTIVE USE OF TIME IN SECONDARY READING CLASSES (Formerly the Process of Teaching Basic Reading Skills in Secondary Schools). Inservice workshops to help secondary teachers and students use time effectively in reading classes.

Audience Approved by JDRP for teachers in secondary schools, grades 5-12, and apprentices from teacher centers, regional educational labs, state departments of education, and school staff developers.

Description Research findings gathered from secondary classrooms where basic reading was being taught were used to identify processes specifically related to reading gain. Positively related processes were found to include: discussion of homework, seatwork, or the reading content. Instruction that linked new information to prior knowledge was found to be effective. Effective teachers checked the total group for understanding and retaught small groups by having them read aloud to learn concepts as necessary. Some drill and practice was used to help students memorize specific information. Specific praise or acknowledgement was provided for students' correct responses, and guiding corrections provided for incorrect responses. Much less off-task student behavior was found in such classrooms. Students in these classrooms were frequently off-task and were absent more often. Based on these findings, the project developed eight 2-1/2 hour teacher workshops. The first presents an overview of the research findings, which are interpreted for their relevance to teaching basic reading skills, and teachers are given individual profiles, prepared from observations conducted in their classrooms, together with recommendations for changes in their teaching behavior. The second workshop focuses on ways of organizing or structuring classroom activities and on efficient management of time. The third workshop provides recommendations for student motivation and behavior management. The fourth workshop deals with question-asking techniques and with supportive and corrective feedback. The fifth workshop deals with structuring new information and appropriate curriculum. At semester's end, teacher observations are conducted to determine whether recommendations have been followed. New profiles are prepared so that changes in teacher behavior may be examined at the sixth and seventh workshops. Workshop sessions are conducted 1 week apart, generally between 3:30 and 6:00 p.m. Groups are limited to 7. Although materials are used in the workshops, the cornerstone of the process is the encouragement and support given to teachers to try new ideas. Teachers make commitments about what they will try tomorrow. Every teacher operates in a unique situation, and class size, room assignment, and school policies will determine how he or she can respond to recommendation.

Requirements Teachers attend seven 2-1/2 hour workshops usually held after school hours. Teachers are observed in the fall, winter, and spring. They are given recommendations for behavior change based on these observations. They are expected to try to make the recommended changes. During three weeks spent in Nashville, TN apprentices observe and participate in workshops and can then train observers and other apprentices at their own sites. The apprentices' work is monitored by the project director through audiotapes of each session.

Costs Costs vary with the number of teachers, observers, and apprentices trained. Costs of training at the project site include teacher release time, data processing, achievement tests, adopter staff time, and travel to Nashville, TN for three weeks.

Services Awareness materials are available. Project staff may be available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at Nashville (adopter must assume per diem expenses for apprentices). Training may be conducted at adopter site (adopter must assume all expenses of certified trainer). Follow-up technical assistance and evaluation services are available to adopters.

Contact ***Jane Stallings; Peabody Center for Effective Teaching, P.O. Box 34, Vanderbilt University, Nashville, TN 37203. (615) 322-8448.***

Developmental Funding: NIE, State, Local

JDRP No. 79-41 (12/19/79)
Recertified (1/85)

Project INSERVICE (formerly Posisive Attitudes Toward Learning (PATL)) is a comprehensive teacher inservice training program which directly links the enhancement of teaching skills through classroom based inservice training to significant improvement in student academic achievement. The teaching skills are addressed to many of the findings of the effective schools research.

Audience Approved by JDRP for K-12 students as a means to improve school climate, school effectiveness, and student achievement and attitude.

Description Project INSERVICE identified 15 teaching competencies which have proven effective in enhancing student learning. Change occurs thorugh the use of classroom based inservice training kits. Four interrelated kits were developed. Each kit contains four to six of the competencies. Learning activities are designed to assist the teacher in fine tuning their use of each of the competencies. Project INSERVICE is implemented in the classroom by each participating teacher. A fellow teacher or other school person functions as Kit Advisor and facilitator. Activities facilitated by the Kit Advisor include small group discussions, classroom activities, and the provision of feedback to the teacher in completing a kit. Kit Advisors, minimum two per building, are trained to assist teachers working through the kits. Kit completion requires 20 hours of teacher time over a three or four month period. Completion of all four kits requires approximately two years.

PROCESSES OF LEARNING KIT provides the teacher with techniques for eliciting high order thinking and for alternative teaching strategies which promote greater use of thinking abilities. CLASSROOM COMMUNICATION AND MANAGEMENT KIT provides a Communication Model developed around the concepts of warmth, respectful treatment, and clearly defined limits of behavior including moderately high positive expectations. Students learn decision making as well as responsibility for their own behavior. ACTIVE INVOLVEMENT KIT provides a mechanism for direct involvement in learning activities resulting in a more positive attitude toward self and school. Time on task is enhanced through classroom group discussion, small group learning and other learning activities. INDIVIDUALIZED INSTRUCTION KIT provides instruction in developing objectives. Learning activities are identified for each objective, designed to assist the student in developing the skill or behavior called for in the objective. At this time 2,000 schools have implemented Project INSERVICE. Data indicates a significant improvement in each of the following areas as a result of Project Implementation: reading, vocabulary, comprehension, verbal skills, respect for school and learning, teacher gratification and satisfaction, self esteem.

Requirements Two to four days of training are provided for persons selected as inservice specialists or Kit Advisors. Each Kit Advisor can then work with 7-10 fellow teachers, if they can be released from approximately 10% of their duties. Follow-up after six months to one year is recommended.

Costs Start-up cost is $500 plus $12 for each teacher to be trained. Operational costs consist of stipends for inservice specialists. Training costs for Kit Advisors includes travel cost and per diem for one trainer plus $100 per day.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project and demonstration sites. Project staff are available to attend out-of-state awareness demonstrations and to provide training. Follow-up services are available to adopters.

Contact *John D. Zirges, Ph.D, Director, or Charles Pelan, Inservice Specialist, Bethalto Unit #8 Schools; 322 E. Central; Bethalto, IL 62010. (618) 377-7213.*

Developmental Funding: USOE ESEA Title III

JDRP No. 75-26 (5/16/75)
Recertified (1/85)

LEARNCYCLE: Responsive Teaching. An intensive teacher-training program developing flexible, effective skills for managing and teaching mainstreamed or high-risk students.

Audience Approved by JDRP for teachers of special education or mainstreamed students grades K-9, and teacher trainers and consultants.

Description The program includes two levels of training. Responsive Teaching for Mainstreaming and Accountability comprises a variety of reinforcement-based teaching techniques, including precision teaching, contingency management, and token economies. Through lecture, demonstration, role playing, data collection, and task groups, participants learn to generate their own unique behavioral programs. The course also shows teachers how to monitor, evaluate, and revise their programs to meet changing student needs and observe recent accountability mandates. Short pre- and posttests let participants assess their mastery of the teaching skills. Classroom applications may include any of the following: a change in schedule of activities (to motivate difficult tasks by following them with more enjoyable ones); a redirection of teacher attention; use of readily available reinforcers (recess, privileges, special activities) in simple token exchange systems; precise systems for monitoring and reinforcing students' behavioral change with tokens and concrete reinforcers; and simple curriculum adaptations. What implementation is chosen depends on students' needs and teacher preference. A unique feature is training of teachers in proven ways to enlist the support of a whole class for program success with one or two high-risk students. Further, teachers are trained in an overall problem-solving method that allows them to adapt the program instantly to new situations.

Training to Train allows districts that desire an ongoing training capacity to have graduates of the first course trained to train others. They learn how to tailor courses to the individual needs of their trainees, as well as how to deal with system-wide implications of program implementation. A Behavior Analysis Mainstreaming Model allows participants to relate student needs and training and support needs to available support services in developing a comprehensive mainstreaming plan.

Requirements No special staffing or facilities are required. For classroom implementation, an adopting unit is an individual teacher. Training for teachers: one three-day sequence. One to two months after training and at six-month intervals thereafter, teachers submit brief data on student behavior change. Training for turnkey trainer or consultant in a position to offer back-home training to colleagues: one two-day sequence in addition to three-day teacher's sequence. Certification is contingent on completion of follow-up activities tailored to adopter setting.

Costs Learncycle Teachers Manual, $10 (less in large quantities). Adopter shares cost of project staff travel, per diem, and time. Per-learner cost of program implementation: $0-$5 per year, depending on individual adopter and population served. Cost of training for adopter staff by turnkey trainer or consultant: commensurate with local costs for inservice.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter site or for a group of adopters at a common site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Keith Wright, Highline Public Schools; Washington State Facilitator; 15675 Ambaum Boulevard, S.W.; Seattle, WA 98166. (206) 433-2453.***

Developmental Funding: USOE ESEA Title III JDRP No. 74-53 (5/24/74)

PROJECT SITE: SUCCESSFUL INSERVICE THROUGH TURNKEY EDUCATION. A mathematics inservice program for the development of higher-level thinking skills through the use of manipulative materials.

Audience Approved by JDRP for elementary school teachers and supervisors (grades 2-6) and students of these participants.

Description The SITE program is based on a problem-solving approach to learning new mathematical concepts and skills. Unlike other mathematics inservice programs, SITE integrates content and methodology, using hands-on activities with a variety of manipulative materials. Since teachers "teach as they were taught," the program uses processes and activities which are immediately applicable in the classroom as the instructional model. SITE activities are readily integrated into the existing school mathematics curriculum. Eight of the ten basic skills identified by the National Council of Supervisors of Mathematics are incorporated in the SITE program. Specific instruction is provided in area, volume, decimals, metric measurement, ratio and proportion, graphing, and estimation. The project provides the printed instructional materials as well as the mathematics equipment needed to implement the program.

Evaluation of process and content is continuous, from initial training through classroom implementation with students. The project has demonstrated its effectiveness in urban, suburban, and rural schools. Teachers' mathematical knowledge increases substantially, while enthusiasm and skill in teaching math is noticeably enhanced. Student growth in knowledge from pre- to posttest has been significant (at 0.05 level).

Project SITE may be adopted at one of two levels. LEVEL I: Training the Turnkey Trainer (20 hours over 4 days) includes: (1) Mathematics described plus instruction in teaching strategies (i.e. motivation, questioning and critical thinking skills); and (2) Training skills (i.e. workshop organization and leadership, brain dominance and learning styles and the psychology of the adult learner). Trained participants act as turnkey trainers for other teachers in their schools or districts. Trained teachers implement the SITE program with students. LEVEL II: Direct Training for Classroom Teachers (15-hours over 3 days) includes: Mathematics described plus instruction in teaching strategies (i.e. motivation, questioning and critical thinking skills). Teachers implement the SITE program with students.

Requirements LEVEL I Adoption: 4 full days of SITE training; turnkeys conduct SITE inservice for other school or district teachers totaling 10-15 hours; classroom implementation with students by each trained teacher, for 20-40 hours in the classroom; Pre-post testing of teachers and students is expected. The program can be adopted by a district, a school, or an individual teacher. LEVEL II Adoption: 3 full days of SITE training; classroom implementation with students for 20-40 hours; pre-posttesting of students. The program can be adopted by a district, a school, or an individual teacher.

Costs Travel and per diem for SITE trainers. Level I training fee is $100 per participant. Level II training fee is $85 per participant. One SITE Starter Kit for each adopting unit is $375 each. (Starter Kit costs can be reduced by the use of equipment already existing in the district.) NOTE: Adoption costs can be minimized by forming a consortium of districts.

Services First-level Awareness materials are available at no cost. Visitors are welcome by appointment at the demonstration sites in East Meadow, NY and Miller Place, NY. Project staff is available to attend out-of-state awareness meetings (cost to be negotiated). Training is conducted at adopter site. Implementation and follow-up services are available (costs to be negotiated).

Contact *Dr. Barbara Berman or Dr. Fredda J. Friederwitzer, Co-Directors; Project SITE; Educational Support Systems, Inc.; 446 Travis Ave., Staten Island, NY 10314. (212) 698-3636.*

Developmental Funding: USOE Metric Education Program

JDRP No. 82-27 (5/27/82)
(9/24/85)

TEACHING RESEARCH DATA BASED INSERVICE TRAINING. An inservice training program for teachers and aides.

Audience Approved by JDRP for educators, inservice trainers, and supervisors responsible for training teachers.

Description This program is an inservice training model designed to assist educators in providing inservice training to their staff. The Teaching Research Data Based Inservice Model will assist the adopter in identifying desired outcomes of training and then designing training strategies to achieve those outcomes. The model provides the trainer with objectives, activities, and evaluation strategies aimed at teaching the trainee new skills and/or procedures and helping the person to implement them in the classroom. Specific content of the training is to be determined by the adopter's needs.

Training objectives and procedures to assess the level of skills assimilation are clearly identified.

Requirements Implementation of the Teaching Research Data Based Inservice Training Model requires training for the adopting district's training staff and on-site consultation by Teaching Research staff to assist in the design of training and evaluation procedures. Depending on the complexity of the adopter's district, it may require demonstration training in the adopter's district.

Costs Costs incurred in adoption include: travel for the adopting district's trainer for attendance at a one-week training session at Teaching Research in Monmouth, OR; and travel to the adopter's site for follow-up technical assistance (costs for travel are negotiable).

Services Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at the project site (costs to be negotiated). Follow-up services are available to adoptors (costs to be negotiated).

Contact ***Torry Piazza Templeman; Teaching Research; Western Oregon State College; Todd Hall; Monmouth, OR 97361. (503) 838-1220, ext. 401.***

Developmental Funding: USOE BEH

JDRP No. 79-34 (11/7/79)
Recertified (3/85)

ECOS TRAINING INSTITUTE (ETI). A program offering workshops designed to assist local school districts with infusing career education, life-role skills, basics, environmental education, and other components into their curricula. Approved by JDRP for teams of K-12 teachers and administrators and community representatives invited by the team.

Description The ECOS Training Institute offers a three-day workshop in the process of curriculum design. Participating teams should have three to eight members, with more than one person from a school building; a maximum of 35 participants can be accommodated. The ETI process has proven effective on a national level in assisting diverse local school districts to achieve their educational goals (e.g. environmental education, career education). The process has four interrelated elements: curriculum infusion, stewardship, community/school interaction, and teamwork. Curriculum infusion is basic to the program. Through a step-by-step procedure, teachers examine their courses and incorporate priority concepts, knowledge, skills, attitudes, and activities of career education, environmental education, basics, life-role skills, etc., into appropriate segments of their courses. Stewardship is the students' active participation in the management of problems, i.e., a decision-making process. Suggested stewardship activities are demonstrated at the workshop. Community/-school interaction is the joint cooperation of schools and community in mutually beneficial educational efforts. Community interaction provides a ready source of people and materials. Teamwork is a cooperative effort on the part of the administration, students, teachers, and community members to coordinate and manage the change process in a school district.

Contact *Frank Thompson, Director; ECOS Training Institute; P.O. Box 369; Yorktown Heights, NY 10598. (914) 245-6154.*

Developmental Funding: USOE ESEA Title III JDRP No. 74-59 (5/14/74)

INSERVICE TRAINING IN DEVELOPMENTAL THERAPY. Training in the use of developmental therapy with severely emotionally disturbed and autistic children in public school classrooms. Approved by JDRP for teachers of autistic and severely emotionally disturbed children.

Description This program offers training in the University of Georgia/Rutland Center Developmental Therapy curriculum for autistic and emotionally disturbed children that is based on identified normal social-emotional milestones of development. (For an outline of this curriculum, see the Rutland Center description in this catalog.) Teachers are trained to use the sequence of developmental objectives in selecting materials and activities for the classroom. Content of the training includes basic skills for working with children at any stage of development, advanced skills in use of group processes with older children, verbal and interpersonal skills, use of classroom structure for management of behavior, procedures for designing and scheduling complete programs and assessment of social-emotional development of children. In addition, clear roles and techniques for teachers, aides, and support personnel are specified. The training program includes: a Training Needs Questionnaire with 49 topics related to the Developmental Therapy Model; audio-visual aids; six resource textbooks; an administrative manual; a self-instructional workbook for the Developmental Therapy Rating Form (DTRF) to assess the social-emotional development of children; an instrument for evaluating teacher performance in the classroom-the Developmental Therapy Rating Inventory of Teacher Skills (DTRITS); a test of knowledge; and the Developmental Therapy Administrative Checklist, 41 administrative elements for implementing a developmental program in a school.

Contact *Mary M. Wood or Carolyn Combs, Co-Directors; Developmental Therapy Institute; University of Georgia; 570 Aderhold Hall; Athens, GA 30602. (404) 542-1685.*

Developmental Funding: USOE BEH and Local JDRP No. 81-19 (7/23/81)

PILOT PROJECT UTILIZING SUPPORTIVE PERSONNEL USING BEHAVIOR MODIFICATION TECHNIQUES WITH ARTICULATORY DISORIENTED CHILDREN. A model for expanding speech therapy delivery through training of paraprofessionals as communication aides. Approved by JDRP for speech clinicians and administrators.

Description The basic aim is to release clinicians from minor problems so that they are able to spend more time with children with severe speech difficulties. Communication aides are hired and trained to run operant programs with K-12 children with minor articulation problems under the direct supervision of a speech clinician. The professional clinicians train the aides, perform all diagnostic testing, determine prescriptions, and make all therapy decisions. If the problem is mild, such as simple lisping, sound distortion, or omission, the child is turned over to an aide. Aides work with 9-14 students for 20-30 minutes each.

Initial aide training takes two days followed by a week of work with a clinician. The aides handle an average of 70 students per year.

Before the project began, it cost about $120 to give each student the speech assistance he or she needed. The use of aides has cut this figure in half. Formerly, clinicians spent 85% of their time in group speech sessions and only 15% in individual therapy sessions. Two years after the project started, these figures were almost reversed with 83% of the treatment in individual therapy and 17% in group.

Contact *Kenneth D. Barker, Supervisor; Clinicial Speech Services; Area Education Agency #16; 509 Melrose Ct.; Burlington, IA 52601-1998. (319) 753-6561.*

Developmental Funding: USOE ESEA Title III

JDRP No. 74-117 (12/6/74)

PROJECT MANAGEMENT BASIC PRINCIPLES AND TECHNIQUES. A skill-building training program designed to increase skills and knowledge across four phases of project management: planning, preparation, operational control, and termination. Approved for school personnel with responsibility for planning and managing projects.

Description Project Management Basic Principles and Techniques is a training product that teaches school district staffs to manage educational projects so as to assure attainment of project objectives within time, cost, and performance constraints. Specific areas covered by the product are: defining the project goals, developing the project work breakdown and work-flow diagram, preparing time estimates, estimating and scheduling resources, developing the project budget, planning project start-up, developing a project information system and a procedures handbook, monitoring project operations, project problem solving through management action, implementing changes in project operations, and developing a project termination plan.

For each lesson, the trainee may view filmstrips, read, listen to tapes, or perform a combination of these activities. The product provides a mixture of individual and group activities. Each lesson can be easily modified to apply to a wide range of school district projects or program activities. The self-contained material requires no special training for its use, although a structured training session with a knowledgeable leader is recommended. Lessons are grouped into four phases according to the life span of a project and usually are studied sequentially. The material is quite flexible and adaptable to varied school district training patterns.

Contact *Dr. John A. McAdams; Project Management; 15 E. Seventh Ave.; Pine Hill, NJ 08021. (609) 783-5300.*

Developmental Funding: National Institute of Ed.

JDRP No. 75-44 (5/14/75)

SECTION N: Science/Social Science

Adventure N-1

*Conservation For Children N-2

Curriculum Modification Through Environmental Studies: Environmental Studies Center N-23

ECOLogy (Environmental Career-Oriented Learning) N-3

Economic Literacy N-4

Environment and Technology Project N-5

Facing History and Ourselves: Holocaust and Human Behavior N-6

*Foundational Approaches in Science Teaching N-7

*Geology Is N-8

*Informal Science Study (ISS) N-9

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Law Education Goals and Learnings (LEGAL) N-12

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*Marine Science Project: FOR SEA N-13

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WWAS: Women in World Area Studies N-21

ZOO: Zoo Opportunities Outreach N-22

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*_Projects currently funded by the NDN_

PROJECT ADVENTURE. An interdisciplinary program involving experience-based learning in academics along with group problem solving and an alternative physical education program out-of-doors and indoors as well.

Audience Approved by JDRP for students of all abilities, grades 6-12. Parts of the program have also been applied in therapeutic and camp settings.

Description Project Adventure is designed to add an experience component to standard high school and middle school courses. For many students, learning is essentially a passive process offering little opportunity to take responsible action or to test abstract ideas in the real world. Project Adventure represents a combination of Outward Bound techniques and philosophy with a group problem solving approach to learning and teaching. Small groups of students learn by actually working on specific reality-based tasks or problems in the community and the natural environment. The teacher's role is to state the problem and limits, giving students the responsibility for finding solutions. This approach has produced measurable improvements in self-concept, physical agility and competence. It encompasses and supports a wide variety of teaching and learning styles.

The project is made up of two separate components, which may be used singly or together: a physical education program involving initiative games, outdoor activities, and a Ropes Course apparatus that can be constructed by teachers and students; and an academic curriculum component designed to give hands-on experiences and a practical application of the basics. The program's aim is to educate the whole student through sound academics, physical activity, and learning activities that enhance self-concept. The project's strengths are its flexibility, the variety and quality of its curriculum models, and its ability to inspire and rekindle the enthusiasm of both teachers and students.

The project offers 3 different initial training programs: academic, counseling techniques, and physical education. These trainings give teachers and counselors skills in program management, teaching strategies, and techniques necessary for implementation. Ideally, a core group of teachers from a single school attends a 5-day workshop. Follow-up sessions and assistance with construction may also be part of the adoption process. Many of this project's adoptions have been in the area of environmental education.

Requirements Attendance at the four-day workshop is essential. Ideally, one or more teachers are trained in the physical education or curriculum workshop or in both. A supportive administration willing to incorporate new teaching styles and programs that may involve some flexibility in scheduling is also required. No special facilities are needed, although the Ropes Course apparatus for the physical education program calls for some open space around playing fields or in a wooded area. No special staffing is required.

Costs The four-day residential teacher-training program costs approximately $330 per teacher, including room, board, and materials; travel costs are not included. For the physical education component, schools should allow a mininum of $3,500 for Ropes Course materials (actual costs vary). For the academic component, costs may include transportation, substitutes, and camping equipment, depending on the curriculum developed.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid, including tuition, and room and board). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Dick Prouty, Project Adventure, Inc.; Box 100; Hamilton, MA 01936. (617) 468-7981. Cindy Simpson, Project Adventure/SE; Box 6548; Atlanta, GA 30315. (404) 622-1360.***

Developmental Funding: USOE ESEA Title III — JDRP No. 4 (4/9/73)

CONSERVATION FOR CHILDREN. A practical, economical program to increase conservation awareness, understanding, and action of elementary school children through a variety of basic skill activities designed for use in the classroom.

Audience Approved by JDRP for children in grades 1-6.

Description Through a variety of basic skill activities intended for use in the classroom, Conservation for Children teaches about the interdependence of plants and animals, requirements of life, energy sources and use, pollution problems, recycling, and other conservation concepts based on scientific principles. The grade level conservation guides provide instructional materials which combine basic skill practice in the areas of language arts, math, social studies and science with a conservation concept. Program materials are used to supplement or replace presently used skill materials, so that no additional preparation time or equipment is needed. Teachers can use the materials as a primary resource for teaching basic skills, as supplementary materials to a core program, as enrichment activities, skill review, or as independent units of study. No change in staffing, physical setting, equipment, or instructional methodology is required. Criterion-referenced tests allow teachers to determine which materials are appropriate for individual students or groups. Special education teachers have found the materials valuable for use with their students due to the high interest level of the worksheets and the choice of ability levels and basic skill concepts.

Evaluation data confirms that students using the materials for a minimum of 30 minutes per *week* master 80% of the learning objectives. In addition, 75% of the parents of 2,000 students in the evaluation study responded in writing that they had observed their children implementing conservation practices at home which they had never seen before the children used the program materials.

Requirements The program may be used in any type of facility or setting and does not rely on any particular methodology or teaching style. The program is designed for use in the classroom and does not require any materials or equipment that are not normally found in any school. The curriculum guides may be reproduced in whole or in part with the permission and hope of the authors. Inservice as to implementation and material usage is minimal, usually two hours. The program requires no staffing changes as the classroom teacher continues to provide instruction.

Costs Conservation for Children materials include six grade level curriculum guides (1-6) and one All Levels guide (activities, resources). After the initial purchase of the guides, $15 per grade level, $105 for the complete program, there are no on-going costs for personnel, materials, or inservice training. A per pupil cost for installation is only $.58. There are no recurring costs.

Services Awareness materials are available at no cost. Visitors are welcome at the project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs for travel expenses to be negotiated).

Contact *Marilyn Bodourian, Project Director; Conservation for Children; John Muir Elementary School; 6560 Hanover Drive; San Jose, CA 95129. (408) 725-8376.*

Developmental Funding: ESEA Title IV-C JDRP No. 83-12 (3/4/83)

PROJECT ECOLogy (Environmental Career-Oriented Learning). A project aimed at infusing ecological concepts, career information, and futures understandings into basic skills subject matter.

Audience Approved by JDRP for grade 2 students of all abilities.

Description The project's goal is to infuse ecology/science concepts, career information, and futures understandings into basic skills subject matter using an easily implemented format. Cycles, recycling, food, nutrition, pollution, and careers are all topics of the ECOLogy program. The project uses a motivating series of lessons/units/strategies/activities designed by teachers. Each unit is packaged to be used in a classroom over a four-week period, typically for one hour per day. The units are called Environmental Learning Experiences (ELEs), and many of them have supporting Project Activity Kits (PAKs). Six primary, 14 intermediate, and 8 secondary units, some of which have supporting Project Activity Kits, are available.

Fifteen of the units have activities that relate specifically to the development of higher-level thinking skills—analyzing data, identifying trends/patterns/sequences, predicting outcomes, testing outcomes, and exploring open-ended questions. Fourteen of the units have information and activities that relate specifically to career information and career understandings. These materials are coded to understanding jobs, relating basic skills to occupations, entry into the labor force, job availability, relating jobs to personal potential, education and training opportunities, and job-securing skills. Each ELE is attractively packaged with a picture of the Project Activity Kit, background information, conceptual overview, master material list, and preunit activities and guided lessons. The contents of the unit focus on energy, water, air, solid waste, and noise. The materials are easily adopted by individual classroom teachers.

Requirements The ECOLogy materials are available to school districts on a limited basis. Full implementation of the program requires training, inventory and sundry support services. The Highline District recommends a training workshop as part of a full implementation, but individual teachers can easily implement the units without training.

Costs If the total program is adopted, a district purchases 20 ELE's, develops 14 PAKs, and reproduces 15 evaluation packages. Cost of unit adoption starts at $3.50. The ELE's are available through the Highline District for $3.50 each. The paks are usually developed by the adopting district and items in each kit average $130.00.

Services Awareness materials are available on a limited basis. Visitors are welcome any time by appointment. Project staff are available too on a cost reimbursment basis.

Contact *Bill Guise; Highline School District; 15675 Ambaum Blvd., SW; Seattle, WA 98166. (206) 433-2453.*

Developmental Funding: USOE ESEA Title III

JDRP No. 75-80a (12/18/75)

ECONOMIC LITERACY A computer-based financial management program which has two components—How to Make a Million and the New School Savings Program.

Audience How to Make a Million was approved for students in grades 6-8 and 10-12. The New School Savings Program was approved for grades 4-8.

Description HOW TO MAKE A MILLION (HMM)—HMM successfully teaches students sound principles of financial management, from learning how to save, to utilizing savings for investments. HMM provides students with an opportunity to apply their math and computer skills on a subject dear to their hearts, MONEY. The curriculum includes information on stocks, bonds, certificates of deposit, treasury bills, money market and mutual funds, and savings accounts—sorry no real estate! Generally, implementing teachers set aside part of a Friday during one semester and let the students make their investments until they MAKE A MILLION DOLLARS (simulated, of course)!

Materials include an Apple computer disk, a 48-page student booklet, a teacher's manual, duplicating masters, play money, and an "I Made a Million" certificate for those who DID! 35 sets of student materials come in the program kit.

THE NEW COMPUTERIZED SCHOOL SAVINGS PROGRAM (SS)—Remember when YOU saved money at school? Well, it's different now! Students, with the assistance of PTA volunteers, enter their deposit amount at a computer, pick up a receipt, give their money to the PTA volunteer and go back to work. The program is usually run before and after school and at lunch. After the last deposit, the bank picks up a record of all the deposits via its computer, which saves personnel time.

Materials include an Apple computer disk for deposits and modem transmission, a 24-page student booklet, a teacher's manual, and duplicating masters. 35 sets of student materials come in a kit.

Requirements Single teachers or groups of teachers can implement the programs. You should generally plan to use part of every Friday of a semester for HMM. The SS program lasts all year and continues yearly. Remember, a bank or financial institution is required to house the students' money.

Costs Individual kits with teacher and student materials for a class of 35 students are available for $299. The kits can be previewed for 30 days for the cost of UPS shipping. In addition, a workshop is available for a cost of $150., however, group rates can be arranged.

Services Awareness materials, training, and follow-up. Costs to be arranged.

Contact *Ms. Sherry Avena; 4095 173rd Place, S.E.; Bellevue, Washington 98088; (206) 746-0331.*

Developmental Funding: Private Sector Initiative JDRP No. 85-6R (4/2/85

THE ENVIRONMENT AND TECHNOLOGY PROJECT. A high school curriculum designed to enable students to apply science and social studies knowledge to environmental problems arising from advances in technology.

Audience Approved by JDRP for students of all ability levels, grades 9-12.

Description The Environment and Technology Project is a curriculum for high school science or social studies teachers to use as the basis or a component of one- or two-semester courses such as Biology, Ecology, Social Problems, or Science and Society. The curriculum is divided into four major categories: Land Use, Pollution, Urban Management, and Energy. A student studies a minimum of one unit in each category during a semester. The student units available in each category are: Land Use—Urbanization and zoning, streets and roads, parks and recreation, and wildlife; Pollution—air, water, noise, and rural; Urban Management—solid waste, waste water, and population; Energy—gasoline, electricity, nuclear power, coal and solar.

The curriculum is intended to teach a series of objectives: those universal to all people on the planet, those particular to each of the four broad categories, and those unique to each unit. At the beginning of each unit, a student takes a pretest to assess understanding. The student completes the unit readings/activities, working individually, in a small group, or as part of the larger class. Progress is monitored on the basis of student performance objectives. When a unit is completed, students apply what they have learned to the study of environmental problems in the local community, and within the school setting itself. Problems selected for study may be simple, advanced, or open-ended depending on student ability. Unit and semester tests measure student growth in terms of cognitive gains. In some districts, various media (slides, videotapes, etc.) have been used to record local problems for examination.

A problem-solving model is used as a guide for examining local problems, weighted between scientific and social concerns. The program presents a balanced view of the needs of a technological society and the needs of the environment. The program has been successfully adopted in high schools throughout the country, in rural, suburban, and urban settings.

Requirements The curriculum can be implemented as a new course or as a modification of an existing science or social studies course. A one-day workshop introduces teachers to the curriculum design and shows them how to adapt it to their own settings. Many adopters have integrated their own classroom activities/resources with project objectives, showing the Environment and Technology Project's adaptability to individual districts.

Costs There are 16 units with support materials. Each unit costs $4.25. Curriculum materials remain in the classroom and can be used by many different classes each day. A classroom of 25 students doing small-group work could rotate 25 units. Travel expenses, lodging, meals, and trainer's fee must be paid for the workshop and may be shared by several participating districts.

Services Awareness materials are available at no cost. Visitors are welcome at project site and additional demonstration sites in Illinois and out-of-state by appointment. Project staff are available to attend out-of-state awareness meetings, conduct training at project site or adopter site and provide implementation and follow-up services (costs to be negotiated).

Contact ***Dr. Barbara A. Barchi, Director; Environment and Technology Project; 1633 North Burling; Chicago, Illinois 60614; (312) 280-8163.***

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 78-190 (6/5/78)

FACING HISTORY AND OURSELVES: Holocaust and Human Behavior. An eight to ten-week unit using the history of 20th-century genocide to teach the meaning of human dignity, morality, law, citizenship, and behavior.

Audience Approved by JDRP for students in grades 8 and 9. The unit has been used in other settings with grades 10, 11, and 12.

Description The project provides teachers and students with resources for studying rarely treated topics that are complex, controversial, and intellectually and emotionally challenging.

The program helps to educate citizens as they learn to make informed judgments. Activities illuminate historical questions by encouraging participants to understand the consequences between competing values. They make it possible for teachers and students to reflect on issues that are meaningful to them in ways that stretch their intellectual and empathetic capacities. The resource book, *Facing History and Ourselves: Holocaust and Human Behavior,* studies clear examples of abuse of power, human rights, and obedience by tracing the roots of prejudice and discrimination; first in our own lives and then in the history of National Socialism in Nazi Germany.

Students think about what happens in a society that abuses civil liberties and censors freedom of thought. Lessons explore the wide range of responses of individuals and institutions who became the victims, the victimizers, or the bystanders in the history of the Holocaust of European Jews and the victims of genocide.

The final chapters focus on students' recurring questions, "Can We Learn From the Past?" and "What Can I Do To Make a Difference in the Future?" When students learn about the "forgotten genocide" of the early 20th century, the Armenian Genocide, they think about the power of revisionism and avoidance. And when they think about their future in the nuclear age, they explore the role education has in preventing human disasters. The curriculum is specifically designed for early adolescents in junior high and high school settings. The methodology encourages students to understand more than one perspective in a dilemma. When students think about history and its relationship to their lives as well as the consequences of their decisions and actions, they explore the roles and responses of individuals and groups confronting contemporary and difficult issues.

Requirements An individual teacher or entire school district may choose to adopt the Facing History and Ourselves Project to enhance existing courses or as an entire program (8-12 weeks). Teachers should attend an awareness presentation given by a certified trainer before piloting the classroom materials. Awareness sessions range from a two-hour presentation to a one- or two-day workshop. A team of 25 teacher trainers from public, private, and parochial schools are available for follow up consultation and workshops.

Costs All costs can be negotiated depending on distance from the project site, funding from community organizations aject services and travel and per diem. Curriculum guides must be purchased.

Services Brochures are available at no cost. Visitors are welcome at the Resource Center and to visit classes using the program. The Resource Center collects and distributes printed and audiovisual materials. Awareness presentations and workshops are held at both project and adopting sites. In communities where certified trainers are available, adult education courses and inservice programs are offered once a week for two hours for eight weeks ($50/person).

Contact ***Margot Stern Strom, William Parsons, Marc Skvirsky or Jan Darsa; Facing History and Ourselves National Foundation, Inc.; 25 Kennard Rd.; Brookline, MA 02146. (617) 734-1111, ext. 335 or 232-1595.***

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 80-33 (12/5/80)
Recertified (6/85)

FOUNDATIONAL APPROACHES IN SCIENCE TEACHING. A course in the concepts and methods of the physical, biological and earth sciences and their relation to the environment.

Audience Approved by JDRP for students in grade 7. This program has also been used with students in grades 6 and 8.

Description This curriculum is a full year course giving students a sense of the operations of the modern scientific community by involving them in typical science activities. FAST is laboratory and field-oriented and designed for use with students who represent the full range of abilities and interests found in the typical middle/junior high school classroom. Instructional strategies are structurally sequenced to address differences in learning styles. Students study three strands concurrently: physical science, ecology and relational study.

The physical science strand introduces such concepts as mass, volume, density, buoyancy, physical and chemical properties of matter, pressure, vacuum, heat, temperature and energy; the ecology strand such concepts as ecology, plant and animal growth and development, weather and climate, field mapping and population sampling; the relational study strand such concepts as resource management, technology, environmental use, energy use and conservation.

Student and teacher materials guide student investigations. The Student Record Book enables students to record a concise log of individual and class activities. A classroom library of Reference Booklets, which describe use of instruments, suggest experimental designs, outline experimental techniques, and provide necessary supplemental readings, helps students to practice the skill of using outside references to supplement information available from the investigations and Student Book. The Teacher Guide presents the logic connecting topics and sequences. Keyed to the investigations in the Student Book, the Teacher's Guide includes teaching suggestions, advice on classroom procedures, and detailed discussion of the conceptual and practical development of the students' investigations. Other materials for teachers include the Instructional Guide and Evaluation Guide.

Requirements Adopting teachers are required to take 10 days of training (provided free with sufficient book purchases). Adopting schools are assumed to have basic science equipment and supplies including 6-10 centigram balances. An equipment kit is required. Recommended: a local project coordinator to monitor implementation activities, conduct bimonthly meetings with adopting teachers, and provide help to teachers as needed. Additional training is available for local coordinators and teacher trainers.

Costs Depending on existing science facilities and equipment, and on book purchase option (one book per student/one library set per classroom) per-pupil start-up costs range from $10.00 to $23.00. Figures include estimated costs for student books, teacher materials, laboratory equipment and supplies. Maintenance costs: approximately $2 per pupil per year. Teacher training and follow-up services can be provided as part of materials purchase cost.

Services Awareness materials are available at no cost. Examination copies of student and teacher materials are available at cost, videotape describing the program available on loan (specify Beta or VHS). Visitors are welcome at project site and at selected demonstration sites by appointment. Some demonstration sites are available in other states. Project staff and/or certified representatives are available to attend awareness meetings on negotiated cost basis. Teacher training is conducted each summer at project site or can be provided for adoptors at adoptor site.

Contact ***Donald B. Young, Co-Director; Curriculum Research and Development Group; University of Hawaii; 1776 University Ave., Rm UHS 2-202; Honolulu, HI 96822 (808) 948-7863.***

Developmental Funding: University of Hawaii

JDRP No. 80-2 (12/9/80)
Recertified (1/85)

GEOLOGY IS. An introductory geoscience course.

Audience Approved by JDRP for all students, grades 9-12.

Description Designed to become part of the secondary school curriculum, GEOLOGY IS provides geoscience learning opportunities not presently available in the science curriculum. A broad range of materials and media-delivery instruments allow for varied teaching and learning techniques. The technical aspects of course content and the social implications in the wise use of earth resources combine in an effective interdisiplinary approach. Awareness and understanding of geoscience processes make students more responsible consumers of earth materials and protectors of the environment.

The five distinct but related units of GEOLOGY IS are Introduction, Earth Materials, Observing the Earth, Internal Processes, and External Processes. These are subdivided into a total of 20 chapters. Although it is a two-semester course, parts can be taught as a semester offering. Each unit contains text material, lab exercises and activities, and objective and subjective tests. Slide-tapes, films, videotapes, and guest speaker presentations are offered, and students are encouraged to evaluate these. Small groups and individuals investigate topical areas for student-led class discussions. Off- and on-campus field experiences and resource personnel add another dimension to the text. Teachers are provided with a guide and an activities handbook as a supplement to the student textbook.

Through study in this elective option, students can become more responsible consumers of earth resources and make informed decisions for the future regarding energy, geologic hazards, and land use.

Requirements The adopting district will need to provide an instructor with some basic coursework in the geosciences. Other than that, a typical science clasroom and supplies are the only other requirements for adoption.

Costs The major cost to the district will be for the purchase of the GEOLOGY IS textbook and activity sheets. In addition, some supplies for the activities may have to be purchased if the district does not have an existing geoscience class.

Services Awareness materials are available at no cost. A slide-tape presentation is available if district will pay postage. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness conferences (cost to be negotiated). Training is conducted either at the project site or at the adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Rion D. Turley; O'Fallon Township High School; 600 South Smiley; O'Fallon, IL 62269. (618) 632-3507.***

Developmental Funding: USOE ESEA Title IV-C JDRP No. 81-42 (12/18/81)

INFORMAL SCIENCE STUDY (ISS)

Audience Approved by JDRP for all students in grades 5-12.

Description ISS supplementary presents physical science mini-units based upon student recall and utilization of popular amusement park rides, sports, and playground experiences in concept acquisition. Experiences are selected for their student appeal and their ability to provide concrete examples of otherwise abstract concepts. Topics covered include motion, acceleration, relativity, forces, gravity, time, graphing, conservation of energy, and frames of reference.

Each of the mini-units is designed around student dialogue, providing an introduction and review/application of physical science and mathematics in low-key, predominantly non-technical, language. Physical science terms are introduced only after instruction as needed. In addition, several of the units provide laboratory experiences using toys (race cars, model rockets etc.) and playground equipment.

With instructional periods from 1-3 weeks, students significantly increase knowledge and comprehension of science concepts, analytic recall of science experiences, and demonstrate significantly increased applications of science concepts to unique situations. Instruments by which students were measured were constructed and validated as part of the curriculum design and evaluation procedures.

Requirements Mini-units may be adopted individually or as a group. Teachers may be trained in four hours.

Costs Costs including training, materials, and equipment are approximately $1.21 per student (n=500), with a recurring cost of .60 per student.

Services Awareness materials are available at no cost. Visitors are welcome to visit the project site by appointment. Project staff are available for awareness meetings (cost to be negotiated).

Contact *Dr. Howard Jones, University of Houston, Room 348 Farish Hall, Houston, TX 77004, (713) 749-1624 and 749-3584.*

Developmental Funding: National Science Foundation JDRP No. 84-11 (3/30/84)

ISIS: Individualized Science Instructional System Dissemination Project. An interdisciplinary, modular science program preparing non science oriented students to understand practical, real-world, science-related problems.

Audience Approved by the JDRP for science students of all abilities, grades 9-12. The program has also been used in grades 7-8 and in health, social science, and physical education courses.

Description The program consists of 52 short, independent minicourses (34 of which currently have JDRP approval). The courses cover a broad range of topics of practical significance; they are intended to help students meet the diverse needs of today's world. Since the minicourses are independent, they can be used separately or grouped to form year-long courses in life science, general science, physical science, health, and environment science. Individual minicourses cover topics related to health, physical education, ecology, and social science as well as the traditional science areas. An accompanying teacher's manual can assist teachers in using individualized, small-group, or whole-class teaching methods.

Each minicourse is based on 15-20 learner objectives that were drafted at the beginning of the six-year development period by a panel of science educators, scientists, classroom teachers, parents and students. A minicourse is normally completed by a student in three to four weeks (15-20 class periods). For every minicourse there is a test in two forms, and several minicourses have ancillary items such as cassette tapes, instructional games, atlases, maps, and wall charts. The reading level of the minicourses averages grade 8 as verified by the Fry Readability Graph. Remedial material on basic skills is also available.

Each minicourse, its accompanying test items, and all ancillary materials were reviewed for their science content at every stage of development and testing by at least two scholars considered to be experts in the content discipline. The materials were also reviewed by a panel from the National Congress of Parents and Teachers, who judged them for bias and appropriate treatment of sensitive issues. Trial editions and revisions of the minicourses were used by more than 250 teachers with over 25,000 students in 750+ classrooms in 10 states. The schools were in urban, suburban, and rural areas and included a spectrum of racial and socioeconomic populations.

Requirements ISIS can be implemented in a variety of ways. A single minicourse can be used by a single student or an entire class, multiple classes can use one set of minicourses. The per-pupil cost for full-year installation compares favorably with single-textbook-based programs. Most ISIS materials are nonconsumable, so recurring costs are minimal.

Costs Costs vary depending on the minicourses chosen and the quantities requested. Since minicourse activities are usually completed in class, multiple classes can use one set of minicourses. The per-pupil cost for full-year installation compares favorably with single textbook-based program. Most ISIS materials are nonconsumable, so recurring costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted *only* at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Ernest Burkman, Director; ISIS Dissemination Project; ESC, Inc.; PO Box 3792; Tallahassee, FL 32315. (904) 386-3176.***

Developmental Funding: National Science Foundation

JDRP No. 79-11 (4/17/79)

LAW IN A CHANGING SOCIETY (LCS). A social studies program designed to improve the citizenship skills and attitudes of students by providing them with an operational understanding of the law, the legal process, and its institutions.

Audience Approved by JDRP for teachers and their students in grades 5-12. This program has also been used with students in grades K-4.

Description Curriculum materials complement subjects traditionally taught in social studies classes. A broad range of topics and concepts is addressed in the units, in which constitutional issues and the functioning of our legal system predominate. Curriculum materials are activity-oriented, and legal content provides a natural vehicle for developing skills related to critical thinking and reasoning. The strategies used encourage students to respond at higher thinking levels, consider alternatives and consequences, and evaluate both their own and society's solutions to the social, political, and economic issues that have been resolved through judicial questions. Students are exposed to the legal system's strengths and ways to participate in the system, and encounter positive experiences with functionaries in the legal system. The format of the classroom materials makes them easy to use. Each unit contains a detailed teacher's lesson plan, materials for students, and a handbook describing 27 strategies to be used. An important part of the curriculum is the use of community resources. The local bar association, police department, judiciary, and other legal agencies and groups provide resource speakers and field trip opportunities essential to the program.

Requirements Numerous options are available to adopting districts. A district may adopt the program at any or all levels. Teachers implementing the materials should be introduced to the program through inservice training. This training is meant for teachers who will implement the program, trainers who will conduct staff training in the adopting district, or a combination of the two. Each teacher will need a set of classroom units designed for his/her grade level or subject area. A social studies staff person to coordinate the implementation efforts should also be designated.

Costs Cost of classroom materials, $6-$12 per set. Major costs are for teacher training. Costs will vary depending on ability of adopting district to provide time for training and number of persons trained. Cost is approximately $50 per teacher (if entire program is purchased) plus travel costs and consultant fees for workshop consultant. Additional duplicating paper and transparencies and some supplementary audiovisuals may be required.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training may be conducted at project site or at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Gay Luckie Bearden, Director; Law in a Changing Society; 3700 Ross Avenue; Box 175; Dallas, TX 75204. (214) 748-2284.***

Developmental Funding: Titles III, IV-C and LEAA

JDRP No. 79-28 (7/10/79)

LAW EDUCATION GOALS AND LEARNINGS (LEGAL). A comprehensive law-related curriculum program designed to promote student understanding of the criminal justice system and of the civil justice system (particularly as it relates to consumers).

Audience Approved by the JDRP for secondary-level students, grades 7-12.

Description Using the LEGAL curriculum program, students have the opportunity to become more knowledgeable about the legal system and to apply their knowledge in problem-solving situations. The program enables students to develop decision-making strategies while utilizing behaviors compatible with the legal codes of contemporary society. The LEGAL program includes components for student instruction and teacher inservice training. Project materials provide guidelines for community research and support for a wide range of classroom instructional activities. For grades 7-9 (the LEGAL Jr. program), the curriculum materials consist of two detailed instructional guides (Criminal Justice and Consumer Law); a workbook (in student and teacher editions) containing 10 field experiences and 10 alternative classroom activities (with five sound filmstrips); teacher implementation and resource guides; program assessment instruments; and a support manual for managers (with administrative guidelines) to aid in program implementation. For grades 10-12 (the LEGAL Sr. program), the curriculum materials consist of two detailed instructional guides (American Justice System and Community Law); a workbook (in student and teacher editions) containing four law resource units; a workbook for students that contains guidelines for the community law research project (with three sound filmstrips); teacher implementation and resource guides; program assessment instruments; and a support manual for managers (with administrative guidelines).

LEGAL inservice training for teachers provides a means through which appropriate instructional strategies can be developed, community resources can be identified, and program implementation procedures can be facilitated.

Requirements Adoption can take place at the junior and/or senior high school level. The program at each level may be implemented as a semester or full-year course of study or be incorporated into existing courses of study. Teachers implementing the program (or trainer who may conduct staff training in the adopting district or a combination of both) should participate in a two-day training session and/or review the self-instructional module (prepared for teachers who wish to independently implement the LEGAL program). Each teacher will need a complete set of LEGAL curriculum products.

Costs The total start-up costs for the LEGAL Jr. program are approximately $235. If student materials are used in a consumable manner, replacement costs are $2.50 per workbook. The total start-up costs for the LEGAL Sr. program are approximately $285. If student materials are used in a consumable manner, replacement costs are $3 per workbook and $2 per community source book. The cost of training workshops held at adopter site (travel and materials) may be shared among the NDN Facilitator, adopter, and LEGAL.

Services Awareness materials are available at no cost. Visitors are welcome to visit the program site. If travel expenses are provided, LEGAL project staff are available to attend out-of-state awareness meetings. No consultant fee is required. Training may be provided at either the project site or adopter site (cost of expenses, travel, and materials covered by the adopter). If training is conducted at the project site, no expenses for workshop facilities will be incurred by the adopter. Follow-up (technical assistance and monitoring) will be provided upon request (adopter pays expenses).

Contact ***Ron Cold, Coordinator; LEGAL; Dade County Public Schools; 1450 N.E. Second Ave. (Room 933); Miami, FL 33132. (305) 376-1951.***

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 80-19 (8/18/80)

MARINE SCIENCE PROJECT: FOR SEA. Comprehensive, activity-oriented marine science curriculum which teaches basic science skills and knowledge on or away from the coast.

Audience Approved by JDRP for all students, grades 2, 4, 6, 7, 8 and 9-12.

Description Over 70% of planet Earth is covered by water. By the year 2000, three out of four Americans will live within an hour's drive of the sea or Great Lakes coasts. The impact on these coastal waters will be severe. The curriculum materials of FOR SEA are designed to equip students with information necessary to protect and maintain the world of water.

FOR SEA provides activity-oriented, multi-disciplinary marine education materials to be used in addition to or in lieu of an existing science program. Curriculum guides for each of the grade levels contain a conceptual framework; guide to marine aquaria in the classroom; selected bibliography of children's literature of the sea; bibliography of juvenile information books of the sea; teacher background for each activity of text; answer keys and a listing of vocabulary words for each unit; and masters for all student activity and text pages.

The Marine Science Project: FOR SEA is documented effective in teaching basic science skills and knowledge as measured by the CTB McGraw-Hill CTBS Science tests. The magic draw of water provides incentive to teach and learn science. Close proximity to sea water is not necessary to implement this curriculum in the classroom.

Requirements The Marine Science Project: FOR SEA is designed to be implemented in classrooms at a room, grade, school, or district-wide level. Eight hours of inservice training provide implementing classroom teachers with an overview of the project, text implementation procedures, and activities designed to familiarize them with the materials. Project staff provide support during the entire adoption process.

Costs A copy of the appropriate grade-level curriculum guide must be purchased for each implementing classroom teacher at $25 per guide. Student text and activity pages may be purchased from the project or reproduced by the adopting district. Hands-on materials are generally found in the school setting or are readily available at local grocery or variety stores. The start-up costs vary by site. Prepared gear bags are available through the project, tailored to local needs.

Services Awareness brochures and samples of curriculum are available. Project staff are available to attend out-of-state awareness sessions, with negotiable cost-sharing. Inservice training is provided at adopter site, again with cost-sharing negotiable. Follow-up services are provided by the project in appropriate cost-effective ways, including telephone, mail, cassette tape, and visits.

Contact *Margaret Philbrick, Developer/Demonstrator; Marine Science Center; 17771 Fjord Drive N.E.; Poulsbo, WA 98370. (206) 779-5549.*

Developmental Funding: USOE ESEA Title IV-C JDRP No. 81-37 (1/28/82)

PREPARING FOR TOMORROW'S WORLD (PTW). Interdisciplinary curriculum modules designed to promote decision-making and problem-solving skills needed to deal with issues at the interface of science, technology, and society.

Audience Approved by JDRP for all students, grades 7-12.

Description In our increasingly complex technological world, issues and problems also become increasingly complex. Students need more sophisticated problem-solving and decision-making skills to deal effectively with current and future societal issues. The goals of the PTW modules are the development of logical and social reasoning skills in the context of science, technology, and society. The Socio-scientific Reasoning Model serves as the guiding framework for the materials, activities, and teaching strategies.

For grades 7-8, the modules are Coastal Decisions, Difficult Choices; Energy: Decisions for Today and Tomorrow; Future Scenarios in Communications; Technology and Changing Lifestyles; and Space Encounters. People and Environmental Changes is available for grades 9-10; Environmental Dilemmas for grades 10-11; and Dilemmas in Bioethics is available for grades 11-12. They have been successfully field-tested on over 6,000 students to complement courses such as English, science, reading, social studies, and biology. Student handouts, booklets and filmstrips are utilized in activities such as scenario writing, graphing, problem-solving, conducting surveys, and futures forecasting, to add another dimension to existing curricula. Discussion and debate among students encourage critical self-evaluation and promote more complex reasoning ability along with increased perspective-taking abilities. Depending on the module selected and the course structure in which it is to be used, activities may be used in continuous sequence, interspersed throughout existing courses, or, as in the senior high grades, taught as discrete units of study. A Teacher's Guide accompanies each module.

Requirements No special staffing or facilities are required to implement Preparing for Tomorrow's World in any school district. This program is intended to supplement existing courses of study and to be implemented by the regular classroom teacher in his/her regular classroom. Because unique teaching strategies are employed, a two-day teacher training workshop is highly recommended for all teachers desiring to implement the program.

Costs Modules are modestly priced. Each module contains group quantities (10 students) of materials, and, depending upon the module(s) selected, range in price from $65 to $95. Adoption costs, including teacher training, costs for substitutes, travel, evaluation, and materials range from $8.15 per pupil (one year, one teacher, one class) to $2.25 per pupil (one year, five teachers, five classes) for the most expensive modules. Since the materials can be reused over a period of several years, these per pupil costs can be reduced appreciatively, depending upon the number of years each module is used.

Services Awareness materials are available at no cost. Arrangements can be made, if given advance notice, for visitors to observe the program in use in various settings. Project personnel are available to attend out-of-state awareness meetings. Training is conducted at the project site or at the adopter site. Implementation, follow-up, and evaluation services are available to adopters. Costs for all services available to be negotiated.

Contact *Sopris West, Inc., 1120 Delaware Ave., Longmont, Co. 80501. (303) 651-2829.*

Developmental Funding: USOE ESEA Title IV-C JDRP No. 81-10 (12/15/81)

Project REACH "Respecting Our Ethnic And Cultural Heritage"

Audience Approved by JDRP for all eighth grade students.

Description Project REACH is a multi-cultural education program designed for infusion into the regular U.S. History and/or Social Studies program. The program intent is to increase knowledge and understanding related to cultural diversity in America. The REACH curriculum process includes the following four phases:

COMMUNICATIONS SKILLS: The students gain a basic understanding and practical skills in the areas of self-awareness, interpersonal communication, and group dynamics through communication skill-building activities. These activities provide a foundation for the cross-cultural experience and learning that occur later in the program.

CULTURAL SELF AWARENESS: The participants study their own cultural background, learn the meaning and function of culture, and become aware of the cultural diversity that exists in their own school. Each student engages in extensive research related to his/her own cultural, family, or community history and then produces a project to be displayed at a Cultural Fair.

MULTICULTURAL KNOWLEDGE: American history is presented in a way that adequately reflects the experiences and contributions of Asian, Black, Mexican, and Native American people. Students engage in learning activites which help them gain in-depth knowledge of their history and culture of different ethnic groups.

CROSS-CULTURAL EXPERIENCE: After gaining knowledge and skills in the previous three phases, the students participate in a series of person-to-person experiences with people from different cultural communities. These experiences include extended three-day field trips, student exchanges, guest speakers, assemblies, and special one-day field trips to different cultural areas.

Participants in Project REACH have demonstrated an increased level of knowledge related to the history and culture of America's non-white ethnic groups as measured by the Ethnic Awareness Survey, and have also demonstrated a decreased level of social distance expressed toward these groups as measured by the Bogardus Social Distance Scale.

Requirements Project REACH is implemented in all regular social studies classes at one grade level within the middle school/junior high. All participating teachers are trained by Project REACH staff or certified REACH trainers before using the materials in their classrooms. Teacher Guide, student booklets, and related slide/tape and support materials are available for purchase from the Project REACH office.

Costs Adopting school district enters into a contractual agreement with Project REACH and an adoption fee is negotiated to cover costs of training and teacher materials. The REACH Ethnic Perspectives Series student booklets are purchased at a cost of $2.50 per booklet or $10.00 per set. The set includes: The Native American Experience, The Black American Experience, The Asian American Experience, The Mexican American/Chicano Experience. Total adoption costs usually average about $25.00 per student.

Services Awareness materials are available at no cost. Project staff are available for out of town awareness sessions at the cost of travel and expenses. Follow-up consultation and monitoring are available to adopters. Visitors are welcome by appointment at the REACH office.

Contact ***Mr. Gary Howard, Project Director, Project REACH, Arlington School District, 600 East First Street, Arlington, WA 98223. (206) 435-2156.***

Developmental Funding: ESEA Title IV-C JDRP No. 84-16 (6/29/84)

RELIGION IN HUMAN CULTURE (RIHC). A social studies program about religious traditions and topics.

Audience Approved by JDRP for students of all abilities, grades 9-12.

Description Religion in Human Culture (RIHC) is a semester-length, elective social studies course about religion for high school students. It consists of six instructional units which may be implemented wholly or in part. These include a unit on religious expression and five separate units on the Hindu, Buddhist, Judaic, Christian, and Islamic traditions. RIHC is a program for learning about religions and is intended to help students acquire greater awareness, understanding, and appreciation of religious diversity. The curriculum content is consistent with United States Supreme Court decisions that public schools shall neither teach nor practice religion but may teach about religion as it affects human history and culture. The overall objectives for the Religion in Human Culture series fall within four categories established by the National Council for the Social Studies Curriculum Guidelines.

Religion in Human Culture exposes students to religious diversity; develops attitudes of understanding and respect for the beliefs and practices of others; centers on the study of religions as part of the social studies curriculum; furnishes a total teaching package about the major religions of the world; follows an easy-to-use, lesson-by-lesson format; and emhasizes inquiry strategies, a developmental process, and substantive content.

Requirements Acquisition of the RIHC materials and their use in a high school classroom for one semester, implementation/teacher-training workshop of one to three days depending on adopter needs, and implementation monitoring or follow-up for one year are required.

Costs Complete set of materials for all six curriculum units, $320. For each unit there is a teacher guide, a student reader, filmstrips and guides, cassettes, and blackline masters. Additional student readers for each unit, approximately $2.50. Individual units may be purchased separately. Individual items from each unit may also be purchased separately. Travel and per diem for teacher training are negotiable.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Wes Bodin and Lee Smith, Co-Directors; World Religions Curriculum Development Center; St. Louis Park Schools; ISD #283; 6425 W. 33rd St.; Minneapolis, MN 55426. (612) 925-4300.***

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 79-32 (7/12/79)

SCI-MATH. A curriculum module that bridges the abstract operations taught in mathematics and their application in the introductory sciences and in everyday activities.

Audience Approved by JDRP for students who are average to above-average achievers in grades 7-10, or low achievers including educationally disadvantaged at a slower rate in grades 7-12.

Description Sci-math is a modular curriculum that teaches the skills and concepts needed to apply proportions to problem-solving in the introductory sciences and in the everyday world. It consists of two modules, each requiring approximately 1/4 of a school year for the average student. Module One is a pre-algebra module which deals with the arithmetic and logic of proportions. Module Two examines how algebraic equations express proportions, and studies the graphical interpretation of proportions. Many students have a great deal of difficulty with the mathematical aspects of the sciences, and fail to understand, appreciate, and like the sciences. Sci-math teaches students to apply the operations taught in mathematics to problems encountered in everyday life and in science. The approach is based on a modification of the "unit-pricing" concept, a method now used heavily in the sciences which requires the use of measurement labels like miles, grams, and seconds, in all the calculations. Mathematics in everyday living involves and applies this same concept—in consumer purchasing, business, crafts, and industry. This approach to proportions enables even Piagetian pre-formal students to understand and apply proportions to problem-solving. There are 23 hands-on activities in the course available for the classroom. All problems and activities deal with variables familiar to students such as those found in the home, play, school, and business, etc. The materials used are readily available and inexpensive, such as rulers, string, pennies, spoons, jars and masking tape. By carrying these activities out with familiar variables, students can learn the mathematics of relationships so they can later apply these to the sciences. They also learn about measurement, inexact numbers, and estimation. A teachers' manual provides solutions to all problems, as well as data and answers to questions for the activities. The curriculum may be used as a mathematics course for average students in the eighth grade or as a physical science course for eighth or ninth grades, or as an elective course in grades 9-12. Slow learners may use the modules at a slower rate doing more of the problems and activities, in grades 9-12. High achievers may start at 7th grade or earlier. At all grades, Sci-Math may be elected in part or as a whole, and may be interfaced into an existing course or used separately.

Requirements Sci-Math can be used in any regular classroom. Personnel training requires only a workshop leader.

Costs Purchase of books is a necessary one-time cost—$4.50 for pre-algebra module and $6.53 for the module that uses some algebra. Cost of materials for hands-on activities varies from $0 to a one-time cost of $3 per student, depending upon the activities selected. Personnel training is a one-time cost of $20 per teacher plus travel and lodging costs where applicable for the presenter.

Services Awareness materials are available at no cost. Project personnel are available for both in-state and out-of-state awareness workshops (cost dependent on travel distance). Training and inservice workshops are conducted at adopter sites (per diem and travel costs paid by adopter).

Contact *Dr. Madeline P. Goodstein; Sci-Math/ACES; 295 Mill Road; North Haven CT 06473. (203) 234-0130.*

Developmental Funding: National Science Foundation JDRP No. 82-20 (5/12/82)

STARWALK: A comprehensive earth/space science program for elementary students.

Audience Approved by JDRP for grades 3 & 5. The program has also been used in other grades.

Description Project STARWALK provides differentiated instruction in earth/space concepts which accommodate various developmental levels. Students receive a series of lessons structured around three visits to a planetarium to prepare them for their activities at the planetarium and to consolidate and further the learning after the visit. Planetarium handbooks and teaching packets provide the instructional materials for these lessons. Classroom teachers participate in the activities along with their students. Students in grade 3 are introduced to the Milky Way and the concept of time. Students in grade 5 study the planets and the solar system configurations, and seasons around the world. Inservice orientation and technical assistance are available as well as a management system for scheduling of students, equipment or service purchase, and dissemination and evaluation.

Requirements The availability of a planetarium model in a laboratory or classroom is a component of this program. The program should be implemented on a district-wide basis on the elementary level because lessons on each grade level are sequential. A science teacher or other staff member can be trained to carry out the program. There is a minimal amount of instructional material needed. There may be some cost involved in bus transportation depending upon the location of the planetarium and the number of students participating in the program.

Costs Cost of instructional, management, and training materials packet, $20 per package. Evaluation kit available at $25 per kit. Two kits per adopter needed. Instructional materials from packet may be duplicated for participating teachers and students at adoption site. Per-pupil cost per year is dependent upon costs for student transportation, planetarium utilization fees, supplies, and indirect costs.

Services Awareness materials are available at no cost. Developer is available to attend out-of-state awareness meetings (costs to be negotiated). Visitors are welcome at project site during school year by appointment. Training is conducted at adopter or project site (training no cost at project site, adopter pays own expenses; training no cost at adopter site, adopter pays developer's expense). Training is conducted at adopter site during school year by appointment. Implementation/follow-up services are available to adopters (costs to be negotiated). Evaluation kits include 100 student scan sheets, student response summaries for pre and post tests, classroom means for pre and post tests, and statistical report of student growth for pre and post tests. Two kits needed—one for third grade and one for fifth grade.

Contact ***Mr. Bob Riddle; Project STARWALK; Lakeview Museum Planetarium; 1125 W. Lake Avenue, Peoria, Illinois 61614. (309) 686-NOVA.***

Developmental Funding: Title IV-C, State and Local JDRP No. 83-9 (3/4/83)

STONES AND BONES, A LABORATORY APPROACH TO THE STUDY OF BIOLOGY, MODERN SCIENCE, AND ANTHROPOLOGY. An innovative program designed to enrich and meet the present modern or life science, biology, and physical anthropology courses.

Audience Approved by JDRP for science students of all ability levels. The program has been successfully implemented in grades 7-12.

Description The program meets the needs of all ability students and emphasizes active student participation through laboratory explorations. Modern (general) or life science and biology instructional units supplement, enrich, and extend current science curricula.

Three instructional pathways emphasize the study of humankind: *Modern (General) Science Pathway:* Designed to motivate non-college-oriented students. Each of the 20 laboratory explorations offers the general science student "hands-on" opportunities to investigate topics such as geologic time, measuring radioactivity, mapping, behavior of primates, and fossil hominids. During this four to six weeks unit, students will also have an opportunity to simulate archaeological excavation.

Biology Pathway: A four- to six-week overview of physical anthropology. The unit provides students with "hands-on," in-depth experiences as a supplement to physical anthropology in biology textbooks. A series of 11 investigative explorations focuses on topics including primate behavior and distribution, interpreting archeological records, primate locomotion and morphology, and early hominids. This approach reinforces and extends many basic concepts taught in the study of biology.

Semester Course Pathway: This pathway in physical anthropology provides students the opportunity to study the story of humankind in depth. Laboratory investigations pursue such topics as phylogeny through time, continental drift, locomotion and behavior of primates, classification and morphology, Australopithecus, Neanderthal, Homo erectus, and Cro-Magnon.

Instructional materials for all three pathways are highly self-directive, requiring minimal teacher training. In addition to printed materials, cast replicas of fossil casts and instructional materials used in the explorations have been validated to be scientifically accurate by the L.S.B. Leakey Foundation, Los Angeles County Museum of Natural History, and by world-recognized anthropologists from various major universities.

Requirements "Stones and Bones" can be implemented in various ways. The selection of the pathway is determined by school and student needs. All three pathways require no special facilities or equipment. Existing classrooms and readily available items from any classroom such as rulers, scissors, and paste will be adequate. Teachers with none to minimal anthropology background will need no more than one day of training for initiating each of the three pathways successfully. Teacher's Guides for the three pathways are available to effectively implement the program.

Costs Based on the recommended basic materials needed for implementation, the start-up cost will be approximately $471 for modern (general) science unit, $895 for biology unit, and $1300 for semester course. An alternative is to implement the program with fossil cast photo reprints in actual size in lieu of the fossil replica cast; the cost will then be approximately $55 for each of the instructional pathways. Any number of classes can share the materials if classes are scheduled at different periods or days. There is no additional cost in subsequent years of operation.

Services Awareness materials are available at no cost. Visitors are welcome at project's demonstration school site by appointment. Training workshops are conducted at project sites and/or adopter sites with costs to be shared. Project staff is available to attend awareness meetings out of state with costs to be negotiated.

Contact ***Sid Sitkoff, Director; Los Angeles Unified School District; Office of Instruction; 450 N. Grand Ave.; Los Angeles, CA 90012. (213) 625-6419. Matt Matsumoto, Disseminator; Physical Anthropology Center; 6625 Balboa Blvd.; Van Nuys, CA 91406. (818) 997-2389.***

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 82-99 (5/25/82)

TRADE OFFS. A television/film program to improve and expand economic education with major emphasis placed on teaching students to apply economic ideas in problem-solving situations relevant to their lives.

Audience Approved by JDRP for all students, ages 9-13. Has been shown to be effective in rural, urban and suburban settings. First eight programs are also available in "signed" version for use with hearing impaired.

Description Although economics is an important part of our daily lives, rarely has it made its way into the elementary curriculum. Project TRADE-OFFS has prepared visual lesson components, teacher guided materials, and inservice training in order to introduce elementary students to the concepts and applications of economics. Fifteen lessons, each 20 minutes in length, are available as either video tape or 16mm films. A three unit filmstrip version is also available. The first four lessons deal with the economic fact of scarcity, and students learn a five-step decision-making model which helps them to develop skill in problem analysis and decision-making in both personal and social situations. Subsequent lessons address productivity and the market system. A Teacher's Guide is provided to facilitate classroom implementation and follow-up. Most of the suggested teacher techniques are highly flexible.

TRADE OFFS can be integrated into mathematics, social studies, English, career education, or economics curricula, depending on the learning skills to be emphasized. Although lessons are primarily intended for use in sequence, they may be shown non-sequentially, again depending upon skills to be emphasized. Skills include: using fractions, decimals, percents, interest and ratios; creating and interpreting charts, graphs, and grids and problem analysis using the process of decision making.

An inservice program for elementary teachers has been developed for the total program, and although highly recommended, formal inservice is not required. The basic inservice program provides a model for teaching each lesson, suggests economic activities to build an understanding of the economic concepts covered, and offers an opportunity to view selected programs followed by activities and discussion.

Requirements No special staff is required. Inservice training is not required, but evidence indicates that inservice is desirable. Assistance may be obtained through the Joint Council's network of Affiliated State Councils and Centers for Economic Education. TRADE OFFS can be adopted by individual teachers or for school or district-wide use. No special facilities are required except TV monitors, 16mm projectors, or filmstrip projectors depending upon format used.

Costs Adopters may receive TRADE OFFS programs via their local P.B.S. television station. Schools within the service areas of the stations should contact the station or state telecommunication agencies for broadcast and re-recorded information. Teacher's guides are available from the station or state agency. If puchased from AIT, they are $1. Users in consortium areas may purchase 16mm color films for $190 per program or video cassettes for $94.50 per program for AIT. The set of sound filmstrips for $340 and the Workshop Leader's Handbook (inservice) for $12.00 are available from JCEE.

Services The Joint Council has a nationwide network of 50 State Councils on Economic Education and 265 College and University Centers for Economic Education, that provides basic services to school systems for curriculum development activities related to TRADE-OFFS adoption. (Send for JCEE Directory of Affiliates.) State Education agencies also provide limited assistance in areas where TRADE-OFFS has been adopted. (Send to AIT for TV contact persons in your state.) Awareness materials are available free upon request. Education Agency and Affiliated Council and Center personnel are available for on-site staff awareness meetings at no charge to adopter. Training services are available in many formats, most at little or no cost to users. When charges are made for inservice workshops, fees are negotiable.

Contact ***S. Stowell Symmes, Director; Project TRADE-OFFS; Joint Council on Economic Education; 2 Park Avenue; New York, NY 10016. (212) 685-5499 or Roy Morgan, Director; User Services; Agency for Instructional Television; Box A; Bloomington, IN 47402, (812) 339-2203.***

Developmental Funding: 48 State/Corp./Foundation

JDRP NO. 82-34 (3/25/83)

WWAS: Women in World Area Studies. Four two- to four-week units for high school students on the roles, status, and symbolic representations of women in world culture.

Audience Approved by JDRP for students in grade 11.

Description This project has developed seven units about the roles, status, and symbolic representations of women in Russia, the Middle East, India, Latin America, Africa, Europe and China. Each unit can be taught within a two- to four-week period, and two units can be taught in one semester. Content is organized by a conceptual framework that associates women's roles, status, and symbolic representations with six cultural universals: economics, politics, religion, social organization, esthetics, and education. The units link women's status in a society to economic and political factors, roles to social and educational factors, and symbolic repesentations to esthetic forms and religion. Each unit is a self-contained instructional package consisting of a student book, a teacher guide, a sound-filmstrip and guide, student worksheets, an annotated bibliography, and criterion-referenced instruments for measuring students' general and specific learning outcomes.

Student books, which range in length from 90 to 200 pages, relate the concept of cultural diversity to women's roles and status. Each book contains readings, case studies, graphic information, primary source materials, and a bibliography to promote individual student research. Each teacher guide contains an introductory essay on women in the particular culture, teaching objectives, suggested teaching methods and activities, and an overview of the unit. Project-developed instructional materials accommodate a variety of teaching styles. Content is new, but method and activities are those with which teachers are familiar. For each unit a sound-filmstrip summarizes major themes. The project also has developed masters for overhead projection. Student worksheets, which may be reproduced as needed, present exercises referenced to the student book and the teacher guide.

Requirements For each unit desired, enough books must be purchased for every student. WWAS suggests that at least two units be used. The program is a flexible one that provides a manual on using WWAS materials. Adopting districts should plan for a one-day teacher training workshop before adoption to introduce WWAS materials. A follow-up half-day workshop at the end of the first unit is desirable to address curriculum problems.

Costs Student books can be purchased through WWAS at a special 25% discount for 10 or more copies of the same title (each of the twelve published books is $6.95). Teacher guides ($1.25) and an extensive manual on teaching woman's history cross-culturally ($10) are suggested for each adopting school district.

Services Awareness materials are available. Visitors are welcome at the WWAS offices. Training is conducted at the WWAS offices or adopting sites (costs to be negotiated). Testing materials and follow-up services are available (costs to be negotiated). Microcomputer programs are being written for each student book.

Contact *Marjorie Bingham or Susan Gross, Co-Directors; Women in World Area Studies; St. Louis Park Schools; 6425 W. 33rd St.; St. Louis Park, MN. 55426. (612) 925-3632.*

Developmental Funding: USOE ESEA Title IV-C JDRP No. 80-40 (12/22/80)

PROJECT ZOO: ZOO OPPORTUNITIES OUTREACH. A series of curriculum materials related to the study of animals to supplement and enrich existing classroom programs through experiential learning.

Audience Approved by JDRP for K-6 students of all abilities.

Description Project ZOO is a science-oriented animal studies program that offers varied multisensory and multimedia learning experiences to augment zoo field trips. While children explore the world of animals and learn about conservation and ecology, activities are introduced in which students experience not only science, but aspects of language, mathematics, social studies, music and art. Through the use of nearly 300 project-developed materials, six units of study are explored: Animal Characteristics, Animal Behavior, and Animal Homes and Habitats for primary grades; and Classification, Adaptation, and Interdependence for the intermediate grades. Study prints, flash cards, student booklets, worksheets, and games make the program an interesting and successful experience, stimulating more self-direction and causing more positive personal interaction. The materials accommodate any learning style and have proved effective even though a trip to the zoo is not possible. The teacher's unit book contains background and introductory information, activity suggestions, and a bibliography of resources. This manual, along with all needed materials, comprises a teaching kit. Materials include worksheet activities such as crossword puzzles, word search games, and matching items that can be enlarged for posters or games. These materials were teacher-created to reflect teacher needs and can be used in regular classroom programs. A sample kit of materials is available for review.

During development, students in project classrooms were compared with students in similar control classrooms through use of unit tests. Experimental students gained significantly more than comparison students in their knowledge and understanding of the concepts and processes of each of the six project units.

Requirements Full or partial adoption can be made. It is Project ZOO's suggestion that the Characteristics, Behavior, and Homes and Habitats kits be used for K-3, and Classification, Adaptation, and Interdependence of Animals be used in 4-6. With the teacher unit book that comes with each kit, teachers can teach the units without training, but Project ZOO highly recommends a one-day workshop session.

Costs Since single kits can be purchased, each kit is individually priced. The kits are self-contained except for occasional materials, such as yarn, paper and plastic bags, which can be easily procured locally at little or no cost. The cost of individual kits are: Characteristics, $110; Behavior, $80.00; Homes and Habitats, $85; Classification, $233.50; Adaptation, $203.50; Interdependence of Animals, $195.50. Complete set, $859.75.

Services A sample kit is available for 15 days free examination. Training is done at adopter site.

Contact *Steve Binkley, Carolina Biological Supply Co., 2700 York Rd., Burlington, NC 27215. (919) 584-0381.*

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 81/18 (9/17/81)

CURRICULUM MODIFICATION THROUGH ENVIRONMENTAL STUDIES: Environmental Studies Center. Sequential, hands-on, field-oriented study of estuarine ecosystem as representative of the natural system and effects of human interaction with it. Approved by JDRP for students of all abilities, grades K-8.

Description This comprehensive, teacher-written program for grades K-8 provides progressive investigation of an estuarine ecosystem. Multidisciplinary in approach it centers on 37 learner based objectives. Each objective is addressed by one or more instructional units and reinforced by a specific field activity. Each objective is also addressed on identical pre/posttests. Immediately prior to the once-a-year field trip, the preparatory curriculum materials are used in one to four weeks of classroom prepapation (one period per day). These materials include Learning Activity Packages, activities booklets, puzzles, games, and slide-tape programs. Class and teacher then visit the Center for a period of time that varies with grade level (ranging from two hours for kindergarten to two days for grades 5-8). While at the Center and on ensuing field trips to the estuary and ocean beach, each student participates in an active program of investigation, data collection, and/or problem interpretation and solution. The programs themselves address basic-skills development, organism identification, and environmental concerns. The metric system is used extensively. Vocabulary units are a part of each grade activity. Pre- and posttests measure cognitive gains by objective. All materials and instruments were developed and refined over a three-year period and subjected to extensive data analysis.

Contact ***Project Director; Environmental Studies Center; 2900 N.E. Indian River Dr.; Jensen Beach, FL 33457. (305) 334-1262.***

Developmental Funding: USOE ESEA Title III JDRP No. 75-78 (12/18/75)

INSTITUTE FOR POLITICAL AND LEGAL EDUCATION (IPLE). A secondary social studies program designed "to turn students on to active citizenship." Approved by JDRP for students of all abilities, grades 9-12. Materials have been used in grades 5-8.

Description National polls and IPLE tests show that most secondary students have insufficient knowledge or skills to assume their political and legal rights and responsibilities in a representative democracy. IPLE was funded to design and field-test units that give secondary students knowledge, understanding, and practical experiences in political, governmental, and legal processes. The curriculum, developed initially by the IPLE staff together with teachers and students in eight New Jersey districts, comprises an integrated mixture of innovative printed and audiovisual materials, role playing, simulations, and practical experience through internships and contact with community leaders. Crucial to the curriculum are the voluntary services of local resource people who contribute their expertise. The three curriculum teacher guides *Voter Education; Government: the Decision Making Process;* and *Individual Rights.* While there is a logical sequence from one component to another, each is independent and can be offered as a separate elective course or incorporated into a required American government class. *Juvenile Justice* and *Law and the Family* are two optional guides for the legal component. Instruction stresses a two-fold approach: acquisition of knowledge and skills and participation by students, first in classroom and school activities, then in the actual community. Field study and internships are vital aspects. No specific instructional approach is required; however, an inquiry-oriented peer-teaching approach is recommended. *Approaches to Political/Legal Education: An Implementation Guide* provides instructional assistance to teachers, stressing the program's key elements which are: use of various experimental classroom methods with teacher acting as facilitator of learning (e.g. simulations, role plays, mock trials/moot courts); use of community resources, community/school involvement projects; internships; peer teaching.

Contact ***Katherine Wallin, Director, Institute for Political and Legal Education; Educational Informational and Resource Center, 207 Delsea Dr. (Rte. 47); RD #4; Box 209; Sewell, NJ 08080. (609) 228-6000.***

Developmental Funding: USOE ESEA Title III JDRP No. 74-92 (9/18/74)

PROJECT KARE: (Knowledgeable Action to Restore our Environment). An environmental studies approach based on investigating real environmental concerns in local communities using interdisciplinary learning activities.

Audience Approved by JDRP for students of all abilities, grades K-12.

Description Project KARE was established to develop an effective approach for strengthening environmental studies in local schools. The KARE approach uses process-education techniques that encourage students to confront real environmental problems in action-oriented interdisciplinary activities. Programs focus on a variety of environmental problems, including water pollution, community deterioration, and air contamination. Dealing with reality-based problems leads to cognitive development at awareness, transitional, and operational levels. Attitudes toward environmental issues are questioned, clarified, and frequently reformed. Multischool cooperation develops, since environmental problems ignore socio-political demarcations. The KARE approach is implemented by classroom teachers working as an interdisciplinary team. In elementary schools, teachers from two to eight classes at various grade levels cooperatively install the approach. In secondary schools, teachers of two or more disciplines are involved. The local school staff should consist of enthusiastic teachers and creative, resourceful administrators willing to work with students in planning and conducting environmental studies activities. In addition, staff should be willing to leave the school building with their students, coordinate community involvement, and carry out curricular change on an incremental basis.

Contact *Matthew H. Hickey, Director; Project KARE; Montgomery County Intermediate Unit #23; Montgomery Ave. and Paper Mill Rd.; Erdenheim, PA 19118. (215) 233-6900 or 6965.*

Developmental Funding: USOE ESEA Title III JDRP No. 75-40 (5/14/75)

PROJECT LEGAL (Law Related Education: Goals for American Leadership). A curriculum to enable students to develop knowledge, problem-solving skills, and attitudes related to the functioning of the U.S. legal/judicial system. JDRP approved for all social studies students, grades 5, 8, and 11.

Description Research has found that traditional teaching approaches have failed to improve students' knowledge of the processes of the U. S. legal/judicial system. The goals, therefore, of Project LEGAL are for greater attention to teacher training and implementation of specific and sequential approaches to law and civic education. The first component of LEGAL's curriculum is the introductory unit that is taught in American history courses early in the school year. The unit consists of 10 lessons with teaching strategies that systematically and sequentially lead to the development of high level problem-solving skills. Teacher's manuals provide detailed lesson plans for this unit. The first four lessons enable students to discover that law affects their entire lives and that our Constitution and laws are based on societal and individual values. The fifth lesson presents situations to introduce the concept of legal values conflicts. The remaining lessons concentrate on the case method—analysis, formulation of issue and decision, and development of reasoning. The activities and examples are varied to meet the abilities of each grade level. The second component is the bi-weekly lessons that teachers prepare to fit into existing state-mandated history course content. Each of these lessons reinforces the knowledge and problem-solving skills presented in the introductory units. Traditional curriculum content is therefore presented, but through LEGAL's teaching strategies.

Contact *James J. Carroll, Director; Syracuse University, Huntington Hall, 150 Marshall St., Syracuse, NY 13210. (315) 423-4696.*

Developmental Funding: USOE ESEA Title IV-C JDRP No. 81-39 (1/28/82)

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**Projects currently funded by the NDN*

ACHIEVEMENT-BASED CURRICULUM DEVELOPMENT (ABC) IN PHYSICAL EDUCATION. Preschool through Secondary. (Previously known as ICAN.)

Audience Teachers (special education, and/or combinations) of handicapped children in special and/or regular educational programs.

Description The ABC Model has five major components to help teachers implement quality school programs: assessing, prescribing, teaching, evaluating, and planning for essential objectives in physical education for children and youth from near zero to functional level of competency. The curriculum materials (I CAN) represent a bank of 200 student performance objectives for criterion-referenced assessment, prescriptive instruction, evaluation, student reports, and a computer management system for the school program.

The I CAN ABC can be 1) implemented without exotic equipment or facilities; 2) implemented by classroom teachers, physical education specialists, or combinations; 3) adapted to local needs and resources to either develop a comprehensive mastery in learning program, preschool through high school, or supplement an existing program; and 4) implemented by the user in compliance not only with P.L. 94-142 but also in response to school reform movements—pursuit of equity and excellence in American schools for all students.

75% of students achieved meaningful and statistically significant gain score on objectives taught when curriculum was implemented as intended. 85% of all teachers trained achieved competencies to implement the ABC Model as intended).

A school site may become a quality adoption site by demonstrating key elements of the ABC Model: documentation of program goals and objectives to be taught, prescribing and teaching activities based on students' assessed needs, evaluating and reporting student and class progress, making recommendation for improvement based on student change data.

Requirements TWO OPTIONS TO MEET THE REQUIREMENTS. First, a Certified Trainer follows the 2-4-1 training design (2-day intensive workshop, 4 supportive monitoring visits, followed by 1-day planning workshop. A minimum of three days release time must be provided for each teacher trainee. Second, a local staff person assigned to serve as Program Coordinator/Trainer (5 hours/teacher trainee) to provide support services/monitor implementation. This person trained by Certified Trainer (6 hours) and participates in the training.

Costs Each teacher must have a Teacher Training Kit (Model Program Curriculum Implementation Guide and Objectives) $7.00. Share cost of Certified Trainer's expenses (2-day initial training and 1-day planning). The curriculum materials and training films are optional. Option Two: Certified Trainer's fee and expenses (travel and per diem) are negotiated (site, state facilitator, and I CAN) for Training Program Coordinator/Trainer.

Services Awareness materials are available at no cost. I CAN staff and Certified Trainers are available to present awareness sessions at local, regional, national meetings/conferences/conventions (costs to be negotiated). Certified Trainers are available in more than 16 states, with Leadership Centers located in colleges/universities in six states. Curriculum resource materials are available (published): preprimary motor and play skills, primary motor skills, sport-leisure-recreation skills.

Contact *Janet A. Wessel, Professor and Director; Michigan State University; Room 133 IM Sports-Circle; East Lansing, MI 48824. (517) 355-4740.*

Developmental Funding: USOE OSE and State

JDRP No. 81-13 (6/11/81)
Recertified (6/85)

ACTIVE: All Children Totally Involved in Exercising. A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical activity program for handicapped and normal individuals.

Audience Approved by JDRP for handicapped, ages 6-60, nonhandicapped, grades K-9, physical education teachers, special educators, recreation teachers, and para professionals. It has been used in other settings and grades.

Description Project ACTIVE has been developed to serve handicapped individuals, but is equally applicable to slow learners and normal and gifted children. ACTIVE offers a training program to provide teachers with those skills/strategies necessary to implement an adapted physical education program, diagnostic/prescriptive curriculum manuals and materials addressed to the entire gamut of handicapped conditions, and consultant services to assist implementers during the installation phase. Program strengths include extreme flexibility for adoption/adaptation, a total curriculum package that can be implemented immediately at minimal cost, compliance with the federal mandate requiring "written education programs for the handicapped population," unlimited support services at no cost to enhance successful implementation, and accountability features to enhance administrator/community support. Student instruction is based on instruction format (i.e. the program is structured to ensure that trainees acquire the skills, knowledge, and attitudes stressed), with emphasis on trainee exposure to handicapped individuals in a field setting. Participants are trained to diagnose and assess pupil strengths and deficiencies and to prescribe motor, perceptual-motor, physical fitness, posture, nutrition, and diaphragmatic breathing tasks accordingly. ACTIVE has developed low motor ability, low physical vitality, postural abnormality, nutritional deficiency, and breathing problem components for mentally retarded, learning disabled, and emotionally disturbed student populations. No special facilities are required. Comprehensive programs can be initiated in limited space. A 30' x 60' area removed from other teaching stations is ideal. If P.E. equipment is available, cost per school varies between $50 and $300. District commitment includes implementation of at least one aspect of the ACTIVE program in three or more classes that meet for a minimum of three 30-minute periods per week for one year, allocation of time for the trainee to train at least one staff member, and transmission of pre/post data and end-of-year evaluation report to project.

Requirements Program may be implemented in a single class, a school, or an entire district. Five discrete curriculum components enable the district/agency to adapt the program to students with varying abilities in grades pre-K through 12. Training programs are adapted to comply with needs of the teachers and schools. Existing personnel can be used to obviate the need for additional staff (e.g. by inclusion of the ACTIVE program in the special education curriculum or by use of the team teaching approach.) Instructional facilities may vary from 30' x 30' to 30' x 60'. Implementation schedules for each trainee must be submitted to the project prior to training.

Costs Complete training model kit (12 manuals and three packets of spirit masters), $100. (Kit manuals provide guidelines for planning an individualized-personalized physical education program for students with any type of handicap. Other supplementary materials are available. Unit orders are available and must be prepaid). Installation costs are minimal. Personnel can be reassigned. Regular P.E. equipment can be used. Materials are available at the address below.

Services Awareness materials are available at no cost. Visitors are welcome at project site two days per month between October and May and at additional demonstration sites in home state and out of state. Project staff may attend out-of-state awareness meetings (all expenses must be paid). Training may be conducted at project site during the last two weeks of each month from October to May (adopter pays only its own costs plus cost of texts). Training is also available at adopter site (adopter pays own costs, including $58 for mini-course or $100 for maxi-course per trainee for cost of texts). Follow-up services are available to adopters.

Contact ***Joe Karp, Director; Project ACTIVE; Kelso School District #453, Kelso, Washington 98626. (206) 577-2463, or (206) 577-2410.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-97 (9/18/74)
Recertified (1/85)

ELSMERE PROJECT. A basic skills vocational program for trainable mentally retarded, ages 5-21, that serves as a model for districts implementing special education programs in compliance with P.L. 94-142.

Audience Approved by JDRP for students ages 5-21 classified by child-study teams as trainable mentally handicapped (TMH).

Description The Elsmere Project meets the individual needs of TMH students by providing individualized scheduling of instruction in five essential areas: academics, socialization, independent living, prevocation, and vocation. For each area, the curriculum has a double orientation. First, the program emphasizes the acquisition of self-sufficiency to the highest degree possible. The project prepares students to function in the community, to work, travel, shop, enjoy leisure time and relate to others. Second, vocational skills are presented through these learning areas. Thus, skills and attitudes necessary for engaging in work are emphasized in all learning areas.

Each student is exposed to a simulated work atmosphere, punching a time clock and so on. Students are involved in rudimentary training and work activities such as assembling, packaging and collating. Students participate in a vocational training program which reflects community manpower needs. On-the-job training is provided for students in the final stages of the training program. The Glassboro Trainable Assessment Profile (G-TAP), assists the teacher in placing students at the correct functioning level in each of the life skill areas. It is also a useful tool to measure yearly growth and assist the childstudy team in developing objectives for the Individual Educational Plan (IEP).

Because area business leaders are potential employers of TMH citizens, community involvement is an integral part of the project. On-the-job training and student job placement occur through community involvement. Advisory groups and service organizations assist the project by providing information on the skills necessary to prepare students for particular jobs.

Parent interest and participation is another component in the success of the Elsmere Project. Parents are provided the background required to perform activities at home that reinforce vocational skills taught at school.

Requirements The Elsmere Project is best adopted at the school level, but smaller units (one, two, or three classrooms) can make adoptions. A three-day training workshop must be attended by teachers and participating administrator(s). Adopter agrees to use project-designed student evaluation scale and to furnish data for comparison. Strong administrative support helps to ensure successful adoption.

Costs Start-up costs for training and curriculum materials: approximately $225 per teacher. Costs for vocationally related equipment and supplies vary depending on resources available. Maintenance costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at project site or adopter site (all expenses must be paid, including trainer's fee). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

Contact *Dr. James F. McGettingan, Project Director, Educational Information and Resource Center (EIRC), 207 Delsea Drive (Rt. 47), RD 4, Box 209, Sewell, NJ 08080. (609) 228-6000.*

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 79-23 (5/17/79)

ERIN: Early Recognition Intervention Network. A competency-based training program for teachers, coordinators, and parents to assist young children with special needs in regular and special education settings.

Audience Approved by JDRP for children ages 3-7 with mild to severe handicaps in mainstream or special settings, competency-based training programs for regular and special teachers, program coordinators, and parents.

Description The ERIN System is being utilized for children ages 2-7 and their parents, both in special pre-school classroom/home programs serving children with moderate to severe special needs and in regular early childhood (nursery, Head Start, day care) and primary (K-1) programs serving mainstreamed mild to moderate special needs children integrated with their peers.

Personnel involvement/training requires each teacher to implement a sequenced program of observation and curriculum modification weekly for two or more children with special needs. The sequence of units fits into the progression of the school year. The order of units can be changed to meet a system's individual needs. A local coordinator is trained to take over local training and monitoring of the program. The ERIN training program for adults (special or regular teachers and coordinators) provides the equivalent of three to six college credits through attendance at a week-long Institute and on-site consultation by ERIN staff. A coordinated parent program for both special and mainstream children is optional.

The child's Individual Education Program is implemented in large and small groups and individually. The teaching adult organizes his/her own learning environment to facilitate participation (social-emotional-affective), body awareness and control, visual-perceptual-motor, and language skills. Depending on the age of the child, these are organized into self-help, developmental concept, and academic readiness content areas. Initially, the curriculum approach focuses on general classroom/home modifications of the physical space and daily time units, learning materials and their organization into learning sequences, the grouping of children, and teacher cueing/monitoring. This is followed by the teaching of specific skills to subgroups and/or individual children by the teacher, parent, or volunteer, with much greater intensity in specialized programs.

Requirements Initial five-day Institute for teacher/coordinators plus classroom follow-up by local coordinator, with on-site visit(s) by ERIN consultant during the first year. Strong administrative support and a multiyear involvement of geometrically decreasing ERIN support is necessary for implementation of a range of regular and special classroom and home teaching components.

Costs Costs of program replication include Institute fees, cost of teacher curriculum kits and a coordinator's training kit, cost of staff training, and travel and per diem for ERIN staff member providing follow-up monitoring. Maintenance involves no appreciable increase in most districts' current operating expenses. Materials required for program implementation, other than those stated above, are already found in most early childhood classrooms. All financial arrangements must be negotiated with an ERIN staff member.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid, including workshop fees). Training is also available at adopter site (all expenses must be paid, including workshop fees). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact *Peter and Marian Hainsworth, Directors; ERIN Inc.; 376 Bridge St.; Dedham, MA 02026. (617) 329-5529.*

Developmental Funding: USOE BEH

JDRP No. 78-186 (7/13/78)
Recertified (12/84)

INDIVIDUAL EDUCATION PROGRAM IN PHYSICAL EDUCATION (IEP/PE): Physical Education for Handicapped Children. A program to aid in the development of physical education and recreation components for handicapped children.

Audience Approved by JDRP for special and physical education teachers of handicapped children of any age, level, or degree of handicap who require an adaptive, specially designed, or participate in a regular physical education program.

Description In order to fulfill the requirements of P.L. 94-142, physical education components must be included in the education programs of handicapped children, when applicable. The IEP/PE Program trains special and physical education teachers to increase their proficiency levels in developing physical education and recreation components pertaining to the five basic motor movements.

The intervention process requires six to eight months to implement. Adopters are provided a two-day workshop which incorporates not only familiarization with the program, but also active participation in using the model curriculum design to assess student abilities, remediate ineffective movements, and develop IEP's in physical education. Objective referenced materials range from pre-skill levels to high level sport skills. The program was developed as a model to easily incorporate into the existing curriculum or be used independently.

A Teacher Training Package, including expansion and modification of activities and games as related to the IEP/PE Program are also incorporated into the training session. Training films of efficient and inefficient movements are utilized to further enhance teacher proficiency. Telephone and written communications are maintained between adopter and project throughout the school year.

An experimental vs. control group pre/posttest was used to determine program effectiveness. Experimental group gains were significant ($p < .05$) while control group had minimal or no gains. Yearly pre/posttest data collections are a part of the program. Greatest gains are made in students enjoying and enthusiastically participating in physical education and recreation.

Requirements The IEP/PE Program may be adopted by as few as one or a maximum of 50 special and physical education teachers. Each school district represented must designate a "contact" person to act as a liason between the adopter and the project. Multi-district and/or multi-state training is available.

Costs A minimum of two days' release time must be provided for each teacher trainee. Teachers trained and utilizing the program must have a Model Program curriculum manual, $35, and a Teacher Training Package, $10, two teachers may share materials during the training session. Training films and adapted equipment are optional.

Services Awareness materials are available at no cost. Interested individuals are welcome at the project site at any time by appointment. Project staff are available to attend out-of-state awareness meetings, regional or national conferences, or training sessions (costs to be negotiated). Follow-up visits are available (costs to be negotiated).

Contact ***Mrs. Gay Clement, IEP/PE Program Coordinator; UAF/USC; Benson Building; Columbia, SC 29208. (803) 777-4465.***

Developmental Funding: South East Regional Resource Center JDRP No. 81-41 (12/15/81)

MARRS: MAINSTREAM AMPLIFICATION RESOURCE ROOM STUDY. Project MARRS uses sound field amplification technology to enhance instruction, lessen teacher voice fatigue and improve student academic achievement in basic skills.

Audience Approved by JDRP for basic skills instruction for students with mild hearing losses grades 4-6. The program has been used in regular and special education classrooms early childhood through grade 12.

Description Project MARRS uses the technology of sound field amplification of the regular or special education teacher's voice in the presentation of the school's regular curriculum. Amplification equipment is installed in the classroom and the teacher wears a cordless microphone which permits freedom of movement in the classroom. The amplification equipment allows the instructor to maintain a consistent signal approximately 10 decibels above the average ambient noise level in the classroom. Thus an improved listening environment is created for all students. This amplification enhances the clarity of oral instruction, promotes student attention, lessens teacher voice fatigue and increases academic achievement scores, particularly for students with mild (often unidentified) hearing losses.

Data from the original study suggests 30% of all students in regular classrooms and as many as 75% of special education students have educationally significant hearing losses, many of which are undetected by routine school hearing screenings. MARRS provides a cost efficient alternative/supplement to resource room instruction for mainstreamed mildly handicapped students as well as an effective environmental modification to benefit all students and teachers. The use of amplification in no way alters the teacher's mobility and no modification of instructional techniques, scheduling, curriculum, or use of facilities or materials is required.

Requirements Install and use sound field amplification equipment in classroom. No special staff or curriculum materials required. Release time for inservice is not ordinarily required.

Costs 1) One time purchase of sound field equipment, appoximately $1,500 per classroom. Cost per student varies with the number of children in amplified classrooms and decreases with subsequent years as equipment continues to be used. 2) Portion of costs (to be negotiated) for delivery, installation and in-service of local staff by project personnel. 3) Maintenance estimated less than $35 per year per classroom.

Services An NDN funded Developer Demonstrator Project. Awareness materials are available at no cost. Visitors are welcome at Project sites any time. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Helen Ray, Director, Project MARRS, Wabash & Ohio Valley Special Education District; Box E; Norris City, IL 62869-0905. (618) 378-2131.***

Developmental Funding: USOE ESEA Title IV-C JDRP No. 81-27 (7/28/81)

MODIFICATION OF CHILDREN'S ORAL LANGUAGE. A special program for training staff to work with students having language disabilities.

Audience Approved by JDRP for language-handicapped students, preschool to adult.

Description This project is based on materials and instructional methods of the Monterey Language Program. These language-teaching programs combine modern linguistic theory with advanced behavioral technology applied to teaching. The programs are universal: designed for any individual with a language problem, regardless of the reason for that language-learning disability. The curriculum and individual program design include a screening procedure, individual placement, automatic branching, and continuous data collection for evaluation. With the Monterey Language Program, it is possible to obtain accurate pre- and posttest measures of a student's progress in syntactical and overall expression. The program also helps language-deficient individuals acquire language skills in a short period of time. It is completely individualized and performance-based instruction. In addition to providing materials, an objective of the project is to provide teachers with an instructional strategy and to assist them in becoming proficient in techniques for using the materials. Implementation of the program includes training, on-site supervision, refresher conferences, and data monitoring. Language remediation services may be expanded without increasing staff by using aides, parents, or other volunteers.

The language program is effective with children and adults defined as language delayed, deaf, hard-of-hearing, mentally retarded, or physically handicapped, and with the non-English-speaking or English-as-second-language individuals. It is particularly valuable in early childhood education centers, classes for the educable and trainable mentally retarded, and speech-correction centers.

Requirements An initial four- to five-day training workshop is required. Follow-up on-site visits are required at scheduled intervals. From two to four instructors should be selected for additional training, so they in turn can become trainers of new people in the district. Unit for training ranges from 10-20.

Costs The cost for adoption varies according to the location of the adopting agency, number of project participants, and degree of implementation. Cost for required program materials is: $124 per participant. Maintenance costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted *only* at adopter site (costs to be negotiated). Follow-up services are available to adopters (costs to be negotiated).

Contact *Betty H. Igel; Monterey Learning Systems; P.O. Box 51590, Palo Alto, CA 94303. (415) 969-5450.*

Developmental Funding: USOE ESEA Title III JDRP No. 6 (4/16/73)

NORTHWEST SPECIAL EDUCATION (NWSE). A systematic way of training classroom teachers to focus on specific learning disability (SLD) students.

Audience Approved by JDRP for students with specific learning disabilities, grades 1-8. This program has also been used in other settings with grades K and 9.

Description Northwest Special Education is designed to offer classroom teachers a way to focus on individual students who have specific learning disabilities. Teachers are provided with new ways of observing children, interacting with students, parents, specialists, and each other. This project is effective for use as inservice for classroom teachers to comply with the "Bill of Rights for the Handicapped," P.L. 94-142. The central emphasis of the experience is on team planning in order to develop individualized educational programs.

Specialized learning disabilities personnel are required to serve as team coordinators and in consultive and resource capacities for this special service. Regular staffings and monitoring of the teacher during the initiation of this clinical teaching approach are required.

Project NWSE provides a framework for personalizing instruction. The critical elements are assessment, programming, and evaluating. The skills learned by the teacher are informal individualized testing, observation, planning objectives, developing curriculum, reporting, evaluating, and teaming. The teacher approaches the child in a systematic way to determine how to teach him/her effectively. The requirement of specificity in planning, reporting and evaluating enables the teacher to be trained while providing services to the student. The teaching effort culminates in the development of a unique instructional material and method which is named for the student. An SLD student's success or failure in school is a function of the interaction between the student's strengths, weaknesses, limitations, and the specific classroom situational factors that the student encounters. The project format enables the learning specialist to help teachers develop the ability to conceptualize a child's problem.

Requirements The project requires educators who are willing to assume an in-depth teaching responsibility for SLD students. Administrative commitment to be demonstrated by provision of a completed needs assessment, release time for staff development, and budgeting of funds for materials and travel. The program may be implemented by classroom teachers with support from special education personnel. Technical assistance and staff training are necessary prior to and during implementation, with follow-up, and with monitoring activities. Requires no reassignment of personnel, extra space, or facilities.

Costs Start-up costs for training and testing materials: approximately $50 per teacher. Maintenance cost: approximately $3 per pupil. Permission to reproduce project-developed materials is given. Other costs: staff release time and substitutes: space for training and follow-up activities; trainer's time, travel and per diem for trainer (at adopter site) or for adopter (at project site).

Services Awareness, training, and follow-up materials and services are available on a limited basis (costs to be negotiated).

Contact *Joan Bonsness, Project Director; Northwest Special Education; R.R. #1, Columbus, ND 58727. (701) 939-6501.*

Developmental Funding: USUO ESEA Title III

JDRP No. 75-7 (1/15/75)

OKLAHOMA SECONDARY LEARNING DISABILITIES PROJECT. An individualized diagnostic/prescriptive teaching intervention system that has proven highly successful with learning-disabled adolescents.

Audience Approved by JDRP for learning-disabled students in grades 7-12.

Description The major goal of this project is to provide each identified learning disabled student of secondary school age within the target population with a specific prescriptive learning program enabling that student to develop skills and knowledge at a rate commensurate with his/her ability level. The model is basically a diagnostic/prescriptive intervention system. Components include: a professionally staffed learning lab, a prescriptive diagnostician who has particular ability in developing educational intervention programs for individual students, and a media library for use by the learning disabilities teacher to implement intervention strategies.

Students placed are those who were noted in a psychoeducational evaluation to have a specific learning disability of a perceptual, conceptual, or integrative nature.

One of the major reasons for success is that not just resource room teachers, but regular content teachers and support staff are involved in the training. Since most schools already have the basic components, such as a resource room in place, the actual training is intended to improve the existing structure of the school through increasing the communication between the regular content classes and the resource room.

The newest component of this project is the prescriptive use of computer assisted instruction in the resource room setting. This project has designed some of our own computer programs that are low in cost, but care has been taken to make them interesting and challenging as well as motivating to the student.

Requirements A classroom to use as a learning lab. A certified LD teacher to staff the learning lab. A two-day training workshop from the Oklahoma Child Service Demonstration Center. Equipment and materials for LD adolescents. A commitment to the model and its use by the adopting school district. Expenses of a staff member from the developer project for a one-day follow-up consulting visit to adopter site. Pre/post Wide Range Achievement Test scores of all students in program must be provided to developer project.

Costs The cost for adopting the project is simply travel, lodging and per diem for one trainer during the two-day training, and one follow-up visit, $6 Training Manual for each participant. Dissemination products developed by our staff are available to further enhance the effectiveness of the adoption. A variety of high-interest, low-vocabulary commercial materials is recommended. Equipment required (tape recorders, filmstrip viewers, calculators) is commonly found in learning labs.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training at project site is conducted (all expenses must be paid), or training is also available at adopter site (all expenses must be paid, including cost of Training Manual). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Celia Meyers; Oklahoma Child Service Demonstration Center; 101 West Broadway; Cushing, OK 74023. (918) 225-4711 or 225-1882.***

Developmental Funding: USOE; BEH; and Title VI-G

JDRP No. 76-103 (10/18/76)
Recertified (11/84)

PEECH: Precise Early Education of Children With Handicaps. An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process.

Audience Handicapped children ages 3-6 and their families.

Description The PEECH Project serves handicapped children ages 3-6 functioning in a wide intellectual range with a multiplicity of cognitive, language, speech, social, emotional, and/or motor problems. The majority of children are identified through community-based screenings for all young children. Also integrated into the program are children who have no special educational needs. These children serve as models for language, cognitive, motor and social skills. Children are enrolled in a classroom program for a half-day five days a week. Educational needs are determined by systematic observations. This procedure provides information on each child's level of functioning in the fine motor, gross motor, language, math, social, and self-help areas. Program features include a low student/teacher ratio, a positive approach to behavior management, extensive training and involvement of paraprofessionals as teachers, a carefully structured learning environment, and precise planning and evaluation of daily individualized teaching sessions. Families are involved through an extensive individualized program. Parent conferences, home visits, group meetings, classroom observation, and other activities are employed to help family members. A resource room serves as a lending library for parents and their children.

Research findings on the program effectiveness of the PEECH Project indicate that a reversed mainstreamed preschool program which provides classroom instruction based on developmental assessment of functioning can provide young handicapped children with the social and academic skills needed to perform adequately within regular elementary school classes (Karnes et al. 1981).

One staff member should be assigned the responsibility (and time) for coordinating screening, child assessment, classroom programming, staff training, and evaluation, and for acting as liaison with the PEECH demonstration site. Optimal staffing consists of one head teacher and one paraprofessional, with ancillary services from a speech and language therapist, psychologist, social worker, and occupational therapist, but a basic program can be implemented by a trained teacher and a paraprofessional if other support staff is available in the community.

Requirements Adopters must independently identify a source of funding and administrative support for the hiring and training of staff, for screening and identifying children, for providing classrooms for the program, and for administering a battery of pre/post-tests to all participating children.

Costs Project-developed materials are provided to adopters at a minimal charge. A wide variety of commercially available instructional materials already found in most preschool classrooms is used.

Services Awareness materials are available at a minimal cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (cost to be negotiated). Training is conducted by means of 12-14, two- or three-hour workshops/site visits.

Contact *Merle B. Karnes, Director; PEECH; Institute for Child Behavior and Devlopment; University of Illinois; Colonel Wolfe School; 403 East Healey; Champaign IL 61820-5598. (217) 333-4890.*

Developmental Funding: USOE SEP

JDRP No. 75-74 (11/10/75)

PEORIA 0-3 PROJECT—Replication of an Interdisciplinary Approach to the Early Education of Handicapped Children Ages 0-3. A medical/educational model delivered in the home by parents with assistance from professionals.

Audience Approved by JDRP for handicapped infants ages 0-3, and persons dealing with this population (occupational/physical/speech therapists, parents, home trainers, teachers, social workers, psychologists/administrators, and volunteers).

Description The ongoing direct service program serves children 0-3 at risk, mentally retarded, and/or orthopedically handicapped. The service program includes a diagnostic and evaluation service, Individual Educational Program (IEP) planning, direct service, home-based programming (including occupational, physical, and speech therapy when appropriate), parent support systems, and a class for 18- to 36-month-old handicapped infants. Based on results of the Functional Profile, a project-designed tool assessing a child's functioning levels in six basic areas, the child's developmental program is designed by the parent and an interdisciplinary team composed of a social worker, a child development specialist, and occupational, physical, and speech therapists. This plan is reviewed weekly. Each discipline contributes activities, called targets, to the home program plan. The child development specialist takes weekly target lessons into the home, presents the lesson to the child, models it for the parent, records the child's baseline performance, and explains procedures for recording the child's response on an activity chart. Continuous monitoring of the activity chart, coupled with information from parents, permits appropriate changes in instructional strategies. Since many children in the program are multiply and/or physically involved, ongoing medical supervision is provided, and outpatient physical and occupational therapy services are available. Individual parent counseling sessions are available, and ongoing parent discussion groups are maintained. Modeled on the direct service program, the training program assists in agencies serving children ages 0-3 to develop or upgrade services to handicapped infants and toddlers. Individually designed to meet the needs of the local agency or community, training involves an intensive two- or three-day initial workshop and four to six days of follow-up at adopter site.

Requirements Adopters must currently be serving infant/toddler population. Staffing required for a 20-child program: a child development specialist (full-time), a speech therapist (part-time), and an occupational and/or physical therapist (part-time). Access to a diagnostic and evaluation clinic is required. Adopters must work with parents. Project focus is to provide comprehensive services. Individual components can be adopted, subject to needs assessment of the individual community. Two or more components must be adopted/adapted to be considered an implementation. A minimum one-year commitment is required.

Costs Start-up cost of the direct services program for 20 children: $1,200-$2000; this figure includes books, materials, and equipment. Approximate cost of the home-based component per child per year, including therapy, is $2,000. Cost of training for LEAs depends on the amount of federal funding available to support the effort.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available for out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to e negotiated).

Contact ***Project Director: Peoria 0-3 Project; United Cerebral Palsy of Northwestern Illinois and Peoria Association for Retarded Citizens; 320 E. Armstrong; Peoria, IL 61603. (309) 672-6358.***

Developmental Funding: USOE BEH

JDRP No. 79-1 (2/15/79)

PRECISION TEACHING PROJECT. A precision teaching model designed to remediate and build basic skills through practice and drill, setting performance standards, continuous measurement, and data-based decisions.

Audience Approved by JDRP for all students, grades K-4. It has also been used in other settings and the State of Montana has validated the use of Precision Teaching in grades K-12.

Description The overall intent of the Precision Teaching Project has been to develop a model for the delivery of educational services to elementary students who have been identified as experiencing learning deficits. Precision teaching procedures have been used not only in identifying these students, but also as remediation tactics. (Precision teaching is a set of measurement procedures based on direct, daily assessment.) A resource room is provided for students with more severe learning deficits, while the regular classroom deals with basic skills and minimal problems. One-minute practice sheets are used extensively as a means of building basic tool skills to a level where students are capable of competing within the regular classroom. Direct and daily measurement procedures are employed, using both the manager and the student in recording and charting. Curricular decisions are based on available data.

Resource teachers as well as regular classroom teachers use the precision teaching procedures, which include curriculum materials developed within the project. Instructional methods include one-minute practice sheets from the Precision Teaching materials bank and data-based decisions made from the standard behavior chart.

Requirements An adoption commitment can be made by any unit—district, school, or classroom. For on-site training, units should be limited to 20, and for off-site training to 30. Adopting units should include building or program administrators, support personnel (e.g., psychologist), and regular and/or special education teachers. Initial training requires two to three days and is available at project or adopter site. Additional follow-up training (three days maximum) is provided at adopter site. In most cases existing facilities can be used. Adopting units agree to implement all five components.

Costs Training Manual Packets $15 (one per trainee); chart paper, $38 per ream (two sheets per child); Materials Directory, $6 (one per school); practice sheets, $.10 per sheet (minimum of 500 sheets). Optional: One-minute timer, stopwatch, or timing tape (one per trainee); Implementation Handbook, $6 (one per school); Mathematics Notebook, $39 (one per school, includes 500 practice sheets); Language Arts Notebooks I and II, $52 each (one per school, include 500 practice sheets each). Equipment costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out-of-state. Project staff are available to attend out-of-state meetings (costs to be negotiated). Training is conducted at project site between October and April (all expenses must be paid, including a $250/day training fee and cost of training materials). Training is also available at adoptor site (costs to be negotiated). Implementation and follow-up services are available to adoptors (cost to be negotiated).

Contact *Ray Beck, Project Director, Precision Teaching Project, 3300 Third Street Northeast; Great Falls, MT 59404. (406) 71-2270*

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No.75-25 (5/6/75)
(5/17/79)

A PROGRAM FOR EARLY EDUCATION OF CHILDREN WITH HANDICAPS. A home intervention program involving parents in the teaching of their handicapped children. Approved by JDRP for handicapped children 5 month to age 6.

Description This program, a home intervention model, is based on the premise that parents can be actively involved on a daily basis in teaching their handicapped children, and that through the teaching experience, by observing and recording changes in behavior, they can discover the areas in which their children need help. The program's ultimate goal is for the parent to assume chief teaching responsibilities until the child can attend school.

Home teachers make weekly home visits of approximately one and one-half hours to show parents how to use behavior modification techniques—when to reward, what to reward, and how to chart behavior. By observing this modeling process, parents become equipped to continue the work for a week, progressively achieving the short- and long-term goals for their children.

Training emphasizes administrative guidance and teacher training in the areas of assessment, behavior management, precision teaching, individualized educational programs, and parent training.

Contact *Lois A. Cadman; 2006 Kell Blvd. S.; Wichita Falls, TX 76309. (817) 723-6902.*

Developmental Funding: USOE BEH JDRP No. 79-30 (7/10/79)

PROGRAM FOR CHILDREN WITH DOWN'S SYNDROME AND OTHER DEVELOPMENTAL DELAYS. Designed to accelerate and maintain developmental gains of Down's Syndrome/developmentally delayed children and give help and training to their parents.

Audience Approved by JDRP for Down's Syndrome Children, birth to age 6.

Description The program for Children with Down's Syndrome and Other Developmental Delays consists of 2 major components: systematic instruction, and parent training and involvement. The systematic instruction process consists of 5 basic steps: assessment; establishing goals and objectives based on assessment; planning programs to meet goals and objectives; implementation of these programs in the daily schedule; and evaluation through daily data collection and assessment. The Developmental Sequence Performance Inventory (DSPI), developed by the staff, is the assessment/curriculum for the model. This developmental checklist is criterion-referenced and includes 5 skill areas: gross motor, fine motor, cognitive, communication, and social/self-help (birth to 6 years). Goals and objectives based on this instrument are identified in all skill areas for each pupil. There are 3 levels at which the model can be replicated: infant learning (birth to 18 months); preschool, including early (18 month to 3 years), intermediate, (3 to 4 years), and advanced (4 to 5 years); and kindergarten (5 to 6 years). The infant learning program is center based. Parents bring their children in for 1- to 2-hour weekly sessions. During these sessions data are obtained to determine progress the infants are making towards objectives, and parents are trained to implement appropriate programs at home. The preschool and kindergarten programs offer a balanced schedule of individual and large and small group instruction, and a variety of classroom activities planned to provide practice, transfer and generalization of skills. Parents and staff work together to maximize learning opportunities. Involvement of parents is greatest in the infant program, as it is a parent training program. At the preschool and kindergarten levels parents continue to maintain a close working relationship with the program and receive training based on individual need. (The Program for Children with Down's Syndrome and Other Develomental Delays and the Communication Program were both developed by the Model Preschool Center Handicapped Children, University of Washington, Seattle.) Developmental Performance Inventory Data (DSPI) from 1983-84 for 11 sites, 236 pupils, mean age 59.19 months at posttest, were analyzed to compare the predicated performance age at posttest to actual performance age at postest. The mean predicted performance age in each skill area was based on each child's previous rate of development (determined by pretest scores) and the number of months of intervention. Data analysis showed significant gains (P=.000) over predicted performance age in 4 skill areas: fine motor, cognitive, communication, and social/self help.

Requirements Programs wishing to replicate the model must make a commitment to implement all model components, use the DSPI, and share pre-post and demographic data with the program staff (pupils remain anonymous). Standard preschool equipment and materials are used. One certified teacher and one aide are required for each classroom.

Costs Awareness, training sessions, and follow-up are provided free of charge; however, in most cases, requesting agencies will need to provide transportation and per diem cost; one set of training materials is provided. Funding for expenses to train for replication is available through state resources, school districts, or private agencies. Contact the model program to negotiate an agreement.

Services Training is available at the EEU and at replication sites. Annual summer workshops are offered at the EEU. Follow-up training and evaluation are also recommended. awareness, informational, instructional, and assessment materials are available.

Contact *Rebecca R. Fewell, Director Model Preschool Outreach Program; Experimental Education Unit, WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.*

Developmental Funding: USOE BEH JDRP No. 75-64b (9/3/75)

A REGIONAL DEMONSTRATION PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN. Early intervention for handicapped children ages 3 to 5.

Audience Approved by JDRP for preschool handicapped children.

Description This is a comprehensive program of educational services intended to increase the verbal, perceptual, motor, and general cognitive skills of children with the following handicaps as defined by the New York State: speech impaired, emotionally disturbed, physically handicapped, learning disability, deaf or hard of hearing, visually impaired or blind, mentally retarded, and autistic.

Unique features of the program include: *The Interactive Teaching Process* in which special education teachers, teacher aides and clinical team members provide diagnostic/prescriptive teaching, language intervention and positive reinforcement on a continual basis in the classroom; *The Transdisciplinary Team Model* through which team members train each other and share roles in assessment, intervention and consultation; *Parent Involvement Model*, which included the parent volunteer system, parent group and an individualized approach to parent participation. *Replication Training* in each or all components is available to any preschool program. Over 100 classroom sites have replicated the regional Program Model or component of the model. Manuals describing each component are available at cost.

Impact data collected on demonstration site and adoption site students show that students exposed to a full year of the program made statistically and educationally significant gains compared to national norms as measured by the McCarthy Scale of Childrens Abilities. Regarding maintenance of effects, gains made by students during the first year of exposure were maintained after a second phase of instruction. Over 60% of Regional Program graduates since 1980 have been placed in regular school or transition programs when they reached school age.

Requirements Any preschool program for the handicapped may adopt the program regardless of size of program or type of handicap. All staff should be involved including teachers, clinical team members, and paraprofessionals. Two or three days of training is provided based on a needs assessment. Training addresses the Interactive Teaching Process, Transdisciplinary Team Model, and Parent Involvement Model. Follow-up visitation allows for consultation and training of an on-site program monitor.

Costs A staff training manual is available for each part of the program. The manuals range in price from $7.50 to $16. Traditional equipment and supplies used in preschool programs are appropriate. A speech therapist must be available to work with the teacher on a part-time basis, and other professionals should be available as appropriate to that program.

Services Visitors are welcome at project sites by appointment. Project staff are available to attend out of state awareness meetings and conferences. Training is conducted at project site or adopter site (travel, food and lodging must be paid by adopter or cost sharing may be negotiated with State Facilitators).

Contact ***Carol S. Eagen, Supervisor; Preschool programs; Special Education Department; Putnam-Northern Westchester Board of Cooperative Educational Services; Yorktown Heights, N.Y. 10598. (914) 962-2377.***

Developmental Funding: USOE BEH, State, and Local

(JDRP No. 81-6 (6/29/81))

PROJECT RECIPE (Research Exchange for Computerized Individualized Programs of Education). An instructional management system to increase I.E.P. objective attainment K-6 using a micro-computer based recordkeeping system.

Audience Approved for SLD students in grades K-6. Curriculum materials and computerized management system of objectives for reporting purposes have implications for elementary basic skill instruction with regular classroom students.

Description The RECIPE instructional management system provides banks of instructional objectives in the basic skill areas of Reading, Writing, and Mathematics organized into learning maps which provide the special education teacher with an organizational pattern for planning instruction. Banks of objectives are also provided for the areas of Foundation (pre-reading), Articulation, Socialization, and Motor Skills. The objectives are accompanied by two forms of a criterion-referenced assessment system and a listing of over 2,400 instructional strategies correlated to each objective by number. Student Activity Books and Audio Tapes are available for 25 of the basic skill learning maps with which the target population displayed the most difficulty. Teacher Guides and Answer Books are provided for the Student Activity Books. Additional planning materials, Parent Guides, and a student reward system are built into the RECIPE material package and delivery system process.

Micro-computers are employed as the vehicle for storing student demograhic data, creating I.E.P.'S and implementation plans, tracking student progress, and generating I.E.P.'s and Progress Reports in compliance with Federal Guidelines. Teachers interested in using RECIPE must undergo a 2-day inservice training session which includes the use of the micro-computer management portion. Student and program data are stored on floppy diskettes and RECIPE provides a detailed User's Guide for ease of computer interaction.

Requirements The RECIPE instructional management system may be implemented in a variety of educational settings ranging from a single classroom setting with one teacher and up to 30 students to a district level with multiple teachers and students. Data is managed by micro-computers in all settings. Training in the use of RECIPE instructional materials, processes, and micro-computer program uses is required. No additional staff are required for program implementation.

Costs Replication costs will vary based on the number of teachers and students for one classroom (one teacher serving 30 students); approximate cost for program installation and training is $61.69 per student per year. Based on usage in at least two classrooms with 60 students, installation cost per student drops to $31.00 per student per year. Micro-computer hardware costs are not figured into replication costs. Continuation costs for RECIPE are estimated to be $18.50 per year, per student. Complete price listing is available.

Services Limited amounts of awareness materials are available at no cost. As a Lighthouse Project, RECIPE welcomes visitors to the project site any time by appointment for demonstrations and observations. Project staff are available to attend out-of-state awareness meetings on a limited basis, and training is available at both the project site and adopter sites (price to be negotiated). Implementation and follow-up services are available to adopters (price to be negotiated).

Contact *Sanders Bell, Director; Project RECIPE; or Priscilla Cady, Training Specialist; Project RECIPE; 4747 S. Tamiami Trail; Sarasota, Florida 33581. (813) 953-5000, ext. 141 or (813) 924-5800.*

Developmental Funding: JDRP No. 83-10 (3/4/83)

THE RUTLAND CENTER—DEVELOPMENTAL THERAPY MODEL. A community-based psychoeducational facility that offers a developmental curriculum to severely emotionally disturbed or autistic children, their parents, and teachers.

Audience Approved by JDRP for severely emotionally disturbed or autistic children from birth to age 8, their families, and teachers. This program has also been used in other settings with children to age 14.

Description The Rutland Center Developmental Therapy Model is the result of 8 years of intensive effort by the Rutland Center staff. Developmental Therapy is a therapeutic curriculum for social and emotional growth used in a classroom setting with groups of 4 to 8 individuals. On the assumption that disturbed or autistic children go through the same stages of development that normal youngsters do, but at a different pace, the curriculum guides treatment and measures progress by focusing on the normal developmental milestones that all children must master. Developmental Therapy has thus established itself as a "growth model" rather than a "deficit model". The model is composed of 4 curriculum areas (behavior, communication, socialization, and preacademics) arranged in 5 developmental stages, each requiring different emphasis and techniques. Special services to parents are an integral part of the approach. Developmental Therapy also emphasizes concurrent placement with nonhandicapped children. This mainstreaming aspect of the model requires that regular school experiences mesh smoothly with intensive Devlopmental Therapy experiences.

In response to P.L. 94-142, 2 resources are available that emphasize how to plan, implement, and evaluate an Individualized Education Program (IEP) using the developmental approach. The National Technical Assistance Office offers 4 types of technical assistance in the treatment of severely emotionally disturbed preschool children. This assistance, which includes information dissemination, program planning and design, training and program evaluation, is provided through a year-long sequence of workshops, on-site visits, special topic workshops, and exchange of audiovisual materials. Project staff provide assessment of training needs, design an inservice instructional sequence, and implement the training program at the agency site with periodic visits. The Developmental Therapy Institute offers preservice and inservice training to school personnel serving school age emotionally disturbed children and youth. This project's purpose is to increase knowledge and skills of participants for using proven S.E.D. practices based on current developmental theory and research.

Requirements Agencies interested in adopting the Rutland Center Developmental Therapy model must: use the Developmental Therapy curriculum, including concurrent placement in a normal setting whenever possible; provide referral, intake, and diagnostic services; provide a minimum of one supervisor, two teachers, and two support personnel (except in rural areas); provide release time for training; and include parents and regular teachers in the treatment process. Since travel expenses depend on the number of visits required, the number of individuals involved, and distances traveled, they are negotiated separately.

Costs The cost of the program is approximately $1,800 per child. This figure includes diagnostics, services to parents and children, teachers, and program evaluation. Cost figure is based on operating the 24 centers supported totally by state funds (Georgia Psycho-educational Center Network).

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Karen R.Davis, Proj. Dir.; National Technical Assistance Office; 125 Minor St.; Athens, GA 30606. (404) 542-6076 or 549-3030. Mary M. Wood, Director; Developmental Therapy Institute; College of Education; 570 Aderhold Hall; University of Georgia; Athens, GA 30602. (404) 542-1685.***

Developmental Funding: USOE BEH   JDRP No. 75-63 (9/3/75)

SCORE: Success Controlled Optimal Reading Experience—A Tutorial Reading Program. A tutorial phonics program for learning-disabled students who read below the fourth grade level.

Audience Approved by JDRP for learning-disabled students of any age. The program has also been used in settings with other students in grades 1-12 who are reading below the fourth grade level.

Description SCORE uses a mastery teaching model that arranges skills in a hierarchical sequence of well-outlined learning units. This supplementary tutorial reading program uses six student books, which are divided into 51 teaching units. Each unit contains a Challenge Page, Teaching Pages, and a Review/Recycle Page. The student reads aloud to the tutor for 15 minutes a day. The challenge Page tests elements to be taught in the unit. If the student reads all Challenge Page words correctly, the student skips to the next unit. Each Teaching Page presents between three and eight new elements or words arranged in five 20-word lists. The tutor models the correct pronunciation from the first list, and the student practices with the remaining four lists. As soon as the student reads one list at 100% accuracy, the student proceeds to the next page. The Review/Recycle Page provides for long-term review and testing of words mastered on a short-term basis. If a student falls below 100% mastery here, the student recycles back through the unit. The SCORE Record Book contains all lesson pages, continuous tutor instructions, and forms for recording student's progress and the tutor's adherence to procedure. To provide reinforcement, the tutor clicks a tally counter to indicate a correct response and points earned. Points may be exchanged for rewards. A timer controls the length of the tutoring session and keeps track of the daily reading rate. The program is cross-referenced to 60 primary phonics readers. After mastering a given SCORE unit, students branch into the corresponding reader. Diagnostic criterion-referenced tests determine both students' need for SCORE and phonetic elements mastered as a result of using the program. A daily report card informs each student's parents of the number of words read correctly and of the effort demonstrated.

Requirements The program can be used in a variety of classroom organizational structures. Tutors teach students individually in a mainstreamed classroom setting or a separate tutorial center. Tutors receive two to three hours of training and work with individual students for 15 minutes a day. Tutor's Kit contains nonconsumables for one tutor and consumables for one student. A part-time tutor coordinator (resource teacher or instructional aide) is recommended for large-scale adoption. Three to four hours of training are recommended for tutor coordinator, although program can be implemented without training.

Costs Per-pupil start-up cost for 30 students and eight tutors: $18.60. This figure includes costs of four-hour training for tutor coordinator, tutor nonconsumables, student consumables, implementation manual, and supplemental materials. Tutor's Kit: $50; Record Book: $3.50. Estimated per-pupil cost for every 30 additional students is $3-$5, depending on supplemental materials obtained. Continuation cost for 30 student: $86-$116 for consumables and supplemental materials. Information on materials may be obtained from Learning Guidance Systems, (415) 344-7046.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at project site (adopter pays its own costs and $75-$100 consultant fee). Training is also available at adopter site (all expenses must be paid).

Contact *John Cradler, Coordinator of Special Projects and Research; South San Francisco Unified School District; Administration Bldg.; 398 B St.; South San Francisco, CA 94080 (415) 877-8835.*

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 80-42 (12/22/80)

PROJECT SHARE: Sharing High Yield Accountability with Resource Educators. An instructional process for remediation of basic skills in learning-disabled students in mainstream education.

Audience Approved by JDRP for administrators, teachers, and tutors responsible for education of students with specific or multiple learning disabilities in grades K-8.

Description Project SHARE is a process. Its special-education systems design meets needs for individualized instruction, mainstreaming, and accountability. The basic format for serving students in reading, spelling, and math is behavioral. Diagnosis, prescription, monitoring, and evaluation employ precision teaching techniques. Project designed task leader guides pinpoint a student's instructional starting point. A student's best learning mode and most handicapping learning mode are quickly identified. Skill efficiency and accuracy are determined—a key Project SHARE difference. One-to-one tutoring is used primarily. Each session is highly structured, but the tutor operates freely within the planned structure.

Field-determined minimum basic skill rates have been established. Daily performance measures by the teacher or student provide an ongoing diagnostic/prescriptive process. The SHARE process speeds remediation of basic skill learning and produces data on cost-effectiveness. Computerized evaluation is available.

Evaluation was conducted on an average number of 1,200 students annually in rural Special Education Cooperative in Minnesota. Average gains for learning disabled students: 1.3 grade levels in reading in 26 hours of teaching and 1.3 grade levels in math in 31 hours.

Requirements Three-day training sessions, with practice between them, are most effective, with one three-day session the absolute minimum, and no more than ten trainees per session. Training highlights diagnosing skill deficiencies and best learning modes, pinpointing the beginning instruction objective, selecting and adapting appropriate materials, and interpreting effectiveness from behavior charts. Various follow-up options are possible.

Costs Costs will vary with available staff and are minimal—no more than $5 per teacher.

Services Awareness materials are available at no charge. Visitors are welcome by appointment. No training is conducted at the project site. Training is conducted out of state (project staff expenses must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

Contact ***Marvin Hammarback, Director, or Fay Hammarback, Coordinator; Project SHARE; R. R. 1; Hendrum, MN 56550. (218) 784-4826; or #289, 555 N. Pantano, Tucson, AZ 85710. (602) 885-0548.***

Developmental Funding: USOE ESEA Title III JDRP No. 75-31 (5/12/75)

PROJECT SKI*HI Outreach. A comprehensive program providing identification, hearing aid management, communication, auditory, and language facilitation through home management for hearing-handicapped children birth to age 6.

Audience Approved by JDRP for hearing-impaired infants and young children birth to age 6 and their families.

Description SKI*HI is a comprehensive program that provides screening, audiological, diagnostic and assessment services and a complete home intervention curriculum for hearing-impaired children (birth to age 6) and their families.

The program is designed to provide services to a state-wide or large population area; however SKI*HI effectively meets the needs of regional, district, rural, small and private agencies. It includes a system for hospital screening for high-risk infants. A diagnostic and supportive entry process ensures efficient, expeditious entry of children and families into the program.

A complete home intervention curriculum is provided. It includes a home hearing aid program, a home communication program, a home auditory program, a home total communication program, and a home language program. Psychological, emotional, and child-development suppport are provided for parents in the home. Weekly and comprehensive quarterly assessment of child and family is performed. Part-time parent advisers living in the area visit homes weekly to deliver the curriculum, which is targeted for parents. A format for home visits is provided.

A support system of ongoing audiological services, a hearing aid evaluation and loaner system, video units and tapes for total communication, hearing aid molds, psychological services, parent group services, and a comprehensive evaluation system are provided.

A national data system collects yearly information on demographic status and child/parent progress for all participating adoption programs. Data summaries are provided to each program. These summaries allow the program to evaluate its own effectiveness with the families it serves as well as to compare its effectiveness with that of the total body of SKI*HI adopting programs across the country.

Requirements One full-time or part-time professional to make weekly home visits is the minimum requirement. This person must have basic SKI*HI training in delivery of a home intervention program for hearing-impaired infants. Travel is necessary. For maximum effect, a hearing aid bank, hearing screening, and audiological, psychological, and child development services should be provided. Earmolds, library books, video-playback units, and total communication tapes should be provided. In larger programs, supervision and administration are necessary. The program should participate in the SKI*HI data collection and evaluation system.

Costs Complete services for 11 months (including all direct and supportive services) costs approximately $1,549 per child. Start-up costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter sites (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Dr. Thomas C. Clark, Director; Project SKI*HI; Department of Communicative Disorders UMC10; Utah State University; Logan, UT 84322. (801) 752-4601.***

Developmental Funding: USOE BEH

JDRP No. 78-192 (7/13/78)
Recertified (10/84)

SLICE OF LIFE: A vocational program for special students.

Audience Approved by JDRP for special education students in grades 9-12.

Description Slice of Life seeks to have participating students develop to their maximum, skills that would make them employable. The four components of the program are career education instruction, career/vocational assessment, vocational training, and vocational placement. Individualized instruction is accomplished through the use of a vocational component of the Individual Education Plan (IEP) and the use of an Individual Instructional Plan (IIP) for special education students in regular vocational classes.

The Slice of Life instructional kit has 75 distinct tasks which are spaced over a period of four years. Twenty-five of these tasks are repeated one to three times during the program to reinforce learning and increase proficiency in critical areas. The kit includes a bibliography of supplementary materials, reproducible worksheets, sample forms, and a student vocational record card format. The curriculum, which covers all of the pertinent skills needed for work readiness, can be infused into existing English, math, or social science coursework or can be taught independently. Self-paced instruction allows an individual rate of progress for each student. A student vocational record card in each student's folder is used to record progress, test results, course work and job placement history. Inservice training and instructional materials are provided for teachers of special education or regular education teachers who have special education students in their classes. Slice of Life has developed and field tested procedures, inservice training, and products to make the personnel of the various services and agencies aware of each other's activities, and the program has piloted ways of interfacing their work.

Students participating in the program demonstrate a statistically and educationally significant improvement in their awareness of jobs as measured by the Job Awareness Inventory ($p < .05, ES = .33$) over control groups.

Requirements Adopting schools may select components appropriate to their local needs, although it is strongly recommended that the entire program be adopted since vocational training and placement must be compatible with the local employment opportunities.

Costs Program costs include Personnel Training, Special Ed. Teacher, Vocational Ed. Teacher, Materials, Consumables, and District Administration costs (including Director, Staff Clerk, Fringe, Travel and Telephone). Installation cost per student (N=600) is $258.50 with a recurring cost of $156.

Services Awareness materials are available at no cost. Visitors are welcome to visit Project site by appointment. Project staff are available for awareness meetings (cost to be negotiated).

Contact *Ms. Dorothy Emerson; Fremont Union High School District; Sunnyvale, California 94087; (408) 735-6477.*

Developmental Funding: ESEA Title IV-C

JDRP No. 83-46 (10/21/83)

PROJECT SUCCESS: Handicapped. Low-cost phonics program for handicapped elementary school students.

Audience Approved by JDRP for children with reading difficulties, grades K-6; also being used in grades 7-12.

Description Project Success: Handicapped provides instructional service to handicapped students within a fully integrated educational program. A learning specialist works as a staff member in each of the home district's four elementary schools, assisting regular program staff in identifying and serving handicapped students. Handicapped students are given instructional and/or motivational assistance by peers, high school tutors, aides, or parents using specially designed phonics instructional packets.

This program is designed to provide low cost effective instruction in phonic skills. It also includes a complete program in training and supervising tutors who provide direct instruction. All materials are included for supervisor and tutors. Other intervention programs used in Project Success are not available. Program now has small group and large group procedures which were not part of the original IV-C project, but are now available.

Pre-posttest measures of the Project SUCCESS phonics tutoring program indicate 11.52 months growth in reading as measured by the WRAT for 4.68 months of instruction, 25 months gain in word attack on the Woodcock in 6 months of instruction. In small group use, students gained 15.5 months in word attack for 4-5 months of instruction.

Requirements One hour per day per group of 10 tutors.

Costs Start-up cost averaged $30 per pupil. Replacement costs for consumable items are approximately $61.15 for 10 students per year.

Services Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site (adopting site must cover all trainer costs as well as its own costs). Training may be conducted out of state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

Contact ***Ronald Smith, Director of Special Services; North Kitsap School District No. 400; 150 High School Road South; Poulsbo, WA 98370. (206) 779-3971.***

Developmental Funding: USOE ESEA Title III

JDRP No. 75-28 (5/7/75)

SYSTEMATIC INSTRUCTIONAL MANAGEMENT STRATEGIES (SIMS). A program using management strategies and a structured, sequenced curriculum to help teachers plan appropriate instructional programs for disabled readers.

Audience Approved by JDRP for disabled readers grades 1-12 needing basic coding skills, and for learning disabilities teachers serving that population. This program has also been used in other settings with special education groups.

Description A discrepancy model for solving performance problems provides the framework for the SIMS curriculum. The SIMS curriculum consists of a hierarchical sequence of 53 objectives needed to acquire the basic coding skills of reading and spelling.

The curriculum contains word and sentence lists for each of the 53 objectives to monitor the accuracy of skill acquisition for each individual child. Additional word lists for each objective are designed to monitor the proficiency with which a student decodes words of a particular pattern. There are four stories for each of the 53 objectives. Written language worksheets with controlled reading levels matching the word list level provide activities simultaneously developing the student's writing skills. Comprehension questions and worksheets for Scanning Stories are used to develop independent study skills. SIMS teachers are trained to use data decision rules to plan appropriate instructional interventions.

Requirements SIMS can be adopted as a comprehensive program of materials and procedures, or partially as instructional management strategies to be used with commercially available materials. A two-day teacher training workshop must precede adoption. Adoption site must provide a liaison person. Follow-up is recommended.

Costs For the installation year, the cost per teacher trained is $98 for materials, plus $95 for Teacher Inservice Training Package which is used in training all teachers. SIMS Concept Assessment Test, SIMS Reading and Spelling Program, Comprehension Questions and Scanning Stories, and SIMS Written Language Program, $75 for total package.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Training may be conducted at project site. Training is also available at adopter site (trainer travel and per diem must be paid). Minimal implementation and follow-up services are available to adopters (travel and per diem must be paid).

Contact ***Karen Nelson, SIMS Project Coordinator; Division of Special Education; Minneapolis Public Schools; 256 Upton Ave. S., Minneapolis, MN 55405-3398. (612) 627-3168.***

Developmental Funding: USOE BEH Title VI-G JDRP No. 79-18 (5/15/79)

THE TEACHING RESEARCH INFANT AND CHILD CENTER CLASSROM FOR MODERATELY AND SEVERELY HANDICAPPED CHILDREN. An individualized skills instruction program for moderately to severely handicapped children.

Audience Approved by JDRP for moderately to severely handicapped children ages 1-8, including mentally retarded, cerebral palsied, autistic, emotionally disturbed, deaf/blind and hearing impaired.

Description The model is a complete classroom management system with staff roles of teacher, aide, and volunteer clearly specified. Children are assessed on skills selected from the Teaching Research Curriculum for Moderately and Severely Handicapped. Test results are used to determine which skills will be taught. The deficit skills are prioritized by the parent and educational staff. After priorities are established, instructional programs are prepared for each child.

A program prescribes the skill to be taught, the way in which the materials are to be presented, and the feedback to be given to the child. Trained volunteers play an important role in this model. They are taught how to deliver cues and feedback and how to record the child's appropriate and inappropriate responses to instruction. Maintenance of volunteer skills is objectively monitored by the teacher. Volunteers implement the instructional programs with each child and record child performance data in a specified manner. The teacher uses the daily data to make teaching decisions concerning individual programs for the following day and to ascertain whether sequencing, cue presentation, or feedback need to be altered.

When group instruction occurs, the teacher interacts with each child according to his/her individual instructional program. In this model, group instruction is provided only by the teacher or aide. Generalization of acquired skills is also stressed in this model. Teachers implementing the model also learn a system for managing inappropriate behaviors. Some instructional programs are selected by parent and teacher to be taught in the home, and these are coordinated with programs in the school. Teaching periods in the home vary from 10 to 30 minutes. Approximately 85% of the parents of project children participate in home instruction.

Requirements The model can be used by an individual classroom. Inservice training of the teacher is required. Training for the aide and supervisory staff is recommended. Inservice training includes a one-week training session at Teaching Research and follow-up technical assistance visits to the trainees' work site.

Costs Adoption of the Data-Based Classroom Model requires no special staffing ratios or unusual curricular materials. Therefore, standard operating costs for a special education classroom would apply. Costs incurred in training include: tuition, travel to Monmouth, OR, and travel to trainees' work site for follow-up technical assistance.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Follow-up services are available to adopters (costs to be negotiated).

Contact ***Torry Piazza Templeman; Teaching Research; Western Oregon State College; Todd Hall; Monmouth, OR 97361. (503) 838-1220, ext. 401.***

Developmental Funding: USOE BEH

JDRP No. 78-163 (3/27/78)

A.D.V.A.N.C.E. An alternative academic and vocational program for severely emotionally disturbed youth. Severely emotionally disturbed youth, ages 14-20.

Description The primary goal of the program is the modification and development of social behaviors needed to complete academic and vocational training and to facilitate a return to the mainstream of secondary educational programs. The structure of A.D.V.A.N.C.E. is focused on a behavior modification management system applied during the total instructional day that involves academic, prevocational, and recreational periods. Behavior is monitored in five targeted areas, CHADS—Cursing, Hitting, Assigned area, Distracting behavior, and Staying on task. First-year students receive 2 hours of individualized academic instruction,1 hour of prevocational training, 1 hour of recreational activities, and 1 hour of social-related survival skills. Second-year students and beyond receive 2 hours individualized academic instruction, 1/2 hour of recreational skills, and 2-1/2 hours of vocational training. During the instructional day, the 5 targeted behaviors are recorded every 15 minutes for each student. Positive behavior is recognized by equating a unit point to each behavior which was not violated during a 15-minute interval. The daily sum of these points allows the student to be eligible for immediate awards or to save them for delayed gratification. In addition, field trips are earned over time to reinforce lengthy positive behavior. Students may be admitted to or exit the A.D.V.A.N.C.E. Program throughout the school year. A.D.V.A.N.C.E. includes a 3-member support team composed of a school psychologist, a learning disability teacher/consultant, and a social worker. Together, they refine diagnostic information through testing of the students' academic level and vocational potentials, interpret and structure an implementation plan.

Contact *Raymond J. Bielicki, Principal, or William H. Adams, Superintendent; Salem County Vocational Technical Schools; 172 Salem-Woodstown Road; Salem, NJ 08079. (609) 935-7363.*

Developmental Funding: USOE ESEA TITLE IV-C JDRP No. 83-43 (6/15/83)

CENTRAL INSTITUTE FOR THE DEAF EARLY EDUCATION PROJECT. A program designed to help parents assume their natural role as the child's primary language teacher. JDRP approved for children under age four who have educationally significant hearing impairments, and their families.

Description The core of the program consists of weekly individual sessions in a Home Demonstration Center. The sessions are parent-oriented so that families may realize their primary responsibility in the language development of their children. Sessions are individualized so that the program developed is the most appropriate for each family and child. They are held in a home-like setting and focus on typical daily household activities. This setting and focus aid parents in learning strategies and techniques suitable for use in their own homes. Emphasis is placed on helping parents provide a learning environment that takes into account the child's impaired auditory ability. Regular audiometric evaluations are conducted by staff audiologists. Since all hearing-impaired children have some residual hearing, early amplification combined with auditory training can significantly affect the child's acquisition of speech and language. Therefore, amplification is provided in order to maximize the child's use of his/her residual hearing. The Early Education Project or Clinic may lend the child an aid and follow up with observation and retesting before recommending a specific aid for purchase. Parent group meetings are an integral part of the program. They include group discussion meetings, which allow parents to explore their feelings and share their problems and solutions with other parents, as well as more didactic meetings, which respond to the parents' need for current, accurate and scientific information.

Contact *Audrey Simmons-Martin, Director; Early Education; Central Institute for the Deaf; 818 S.Euclid; St. Louis, MO 63110. (314) 652-3200.*

Developmental Funding: USOE BEH JDRP No. 77-158 (11/7/77)

CHAPEL HILL MODEL FOR SERVICES TO YOUNG HANDICAPPED CHILDREN. A program serving pre-school and kindergarten level children with mild or moderate handicaps. Approved by JDRP for handicapped and kindergarten level children.

Description The Chapel Hill Model is a diagnostic and prescriptive program serving pre-school and kindergarten level children with a mild or moderate degree of handicap. It incorporates guidelines for assessment, planning and service delivery to children and their families, as well as on-going re-evaluation of child performance. The needs of each child are met by the integration of skills assessment, classroom instruction, behavior management and parental involvement in the child's learning.

Contact *Anne Sanford, Director; Chapel Hill Outreach Training Project; Lincoln Center; Chapel Hill, NC 27514. (919) 967-8295.*

Developmental Funding: JDRP No. 75-73R (2/8/83)

CHILD STUDY CENTER (CSC): Diagnostic/prescriptive service to assist children with learning problems to achieve gains in intellectual performance, basic skills, and personal/social functioning. Approved by JDRP for children K-8, with learning and/or social behavior problems.

Description Learning problems are often caused by a complex of factors. The CSC concept presumes that the solution to such problems lies in an interdisciplinary team approach that focuses on the whole child in a single referral setting. Such troubled children need to receive comprehensive, in-depth diagnostic and remedial services to become more effective and efficient learners. CSC embraces the disciplines of education, psychology, social work, and speech pathology and consults with medical and other community professions. The purpose is to provide the diagnostic prescriptive, and consultative intervention necessary for these children to experience success. The diagnostic study encompasses intellectual, physical, social, familial, emotional, and communication factors affecting learning. The key ingredients for implementing this program are the exchange of information and the active cooperation among Center, school, home, and community resources.

Major activities of the Center include conducting an in-depth study of each child and developing composite diagnoses and prescriptions for remediation. The interdisciplinary Child Study Team has served as a model for staffing teams who develop Individualized Education Plans (IEPs) for students with special needs.

Contact ***Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 823-6696 or 442-1171.***

Developmental Funding: USOE ESEA Title III JDRP No. 74-116 (2/6/74)

THE COMMUNICATIONS WORKSHOP (CWS). An alternative reading program for adolescents with learning disabilities. Offers a classroom management and monitoring system, motivation and intervention strategies, and teacher-student accountability. Approved by JDRP for learning-disabled readers, grades 7-12, with remedial reading needs.

Description Five essential elements support the Communications Workshop model: a personal, humanistic philosophy, an activities monitoring system, a program monitoring system, student motivation strategies and intervention strategies. The humanistic philosophy is based upon respect for the student as an individual and on the teacher's role as a facilitator of learning in an atmosphere that fosters pride and a positive response to the academic setting. Student responsibility for his or her own academic program nurtures self-motivation and self-discipline. The student activities monitoring system relies on systematic observations to yield data on time spent in over 100 possible classroom activities, patterns of time usage, materials used, instructional grouping and sequences of activity selection. The program monitoring system permits rapid collection and succinct posting of a wide range of data on each student's program, providing information on quantity, quality and level of work completed. The system signals the need for teacher intervention and permits early detection and correction of imbalances in students' individualized programs. The student motivation strategies enable the team to create and sustain student interest and are used to modify negative or inconsistent behavior through personally planned interactions. The intervention strategies enable the team to encourage active student involvement in personal academic programs and to discourage unproductive "nonacademic" activities by fostering more positive, personal teacher-student relationships. These strategies may be used to restructure the classroom environment to achieve desired academic results and provide for teacher-student accountability.

Contact *Joseph A Bukovec; Communications Workshop (CWS); Teaneck School System; Merrison Street; Teaneck, NJ 07666. (201) 837-2232.*

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 78-191 (6/5/78)

DEBT (Developmental Education Birth Through Two). A home-based program for handicapped children and their families. Approved by JDRP for handicapped children from birth through age 2.

Description The program has three main objectives: to improve the development of handicapped infants, to increase parental interest and involvement, and to integrate the project into the community's human service delivery network. Several assumptions underlie the program: early identification and intervention is critical to handicapped children; parents are potentially the child's best teachers; a warm and nurturing home creates the best atmosphere for learning; and parents of handicapped children need help to locate community agencies that serve handicapped children. Referrals are sought through a community awareness campaign. An initial home visit is made to explain the program, collect development and medical history, and administer developmental tests. If it appears that a referred child will be eligible, further assessment is conducted, and a program teacher begins informal home visits. Sixty-seven percent of all referrals are enrolled in the program. An individualized educational program (IEP) for each child is developed based on the Koontz Child Development Program, which provides training activities in gross and fine motor skill, social skills, and receptive and expressive language development. Program teacher visits each home weekly and works directly with the parent and child. A water and gym play program provides educational and recreational experiences for parents and children.

Contact *Gloria Galey, Coordinator; Project DEBT; Lubbock Independent School District; 1628 19th St.; Lubbock, TX 79401. (806) 747-2641, ext. 455.*

Developmental Funding: USOE BEH JDRP No. 80-28 (10/21/80)

ENGINEERED CLASSROOM FOR STUDENTS WHO ARE BOTH EDUCABLY MENTALLY HANDICAPPED AND BEHAVIORALLY MALADJUSTED. A diagnostic program providing individualized instruction and engineering of time and behavior for handicapped students. Approved by JDRP for mildly (educably) mentally handicapped students grades 1-6.

Description The Learning Center instructor, through daily prescriptions or lesson plans, provides each student with a highly structured program in the cognitive and affective domains. Behavioral management skills are emphasized as well as academic growth. The design of the program requires a basic commitment to a least-restrictive alternative program for handicapped students. The design provides direct service to both student and teacher; it is flexible and adaptable, enabling a staffing team to plan a program to meet each student's educational needs. Project results demonstrate marked improvement, and teacher, student, and parent attitudes are positive. As a result of the project, the degree of integration of the special education students into the regular classroom is so high that it is difficult to tell the handicapped from the non-special education students. One of the concepts making the program unique is the degree of input the regular classroom teacher has in the program. The teacher is involved in every phase of referral and staffing. He or she continues to be the youngster's homeroom teacher, even though the youngster spends time in the Learning Center. For each child in the program there is a two-way responsibility; Learning Center teachers and regular classroom teachers must communicate. Regular teachers are responsible for meeting each student's educational needs, and if the student is staffed in the Learning Center, the Learning Center teacher has a responsibility to monitor the student's total program.

Contact *Robert H. Ostdiek, Federal Programs Coordinator; Papillion-LaVista Public Schools; 420 S. Washington St.; Papillion, NB 68046-9990. (402) 339-3411.*

Developmental Funding: USOE ESEA Title III JDRP No. 74-84 (6/6/74)

FASTT, Family and School Teaching Together. A coordinated instructional program for parents and teachers of handicapped children in the curriculum areas of self-help and language skills. Approved by JDRP for trainable mentally handicapped (TMH) students with approximate chronological ages of 5-14.

Description To maximize learning of cognitive and independent living skills during the first 11 years of public education, FASTT offers 244 behavioral objectives in self-help and language skills, such as eating, dressing, safety, telephoning, writing, and basic numbers. This program is designed to improve the mastery rate of these skills prior to beginning traditional vocational preparation for post-school employment. Project FASTT provides instruction in very small increments appropriate for the learning capacity of TMH students and alternative instructional strategies that increase skill repetition.

Each curriculum objective has a corresponding teacher module that provides the objective statement, possible instructional strategies, and suggested teaching techniques. Using the FASTT materials, the teacher identifies the appropriate module for a student, teaches the objectives, and involves the parents in home teaching. Parents are also trained in the use of the instructional modules. After the parent(s) receive six group training sessions the teacher makes the first home visit to deliver the module, help with basic instructional skills, and counsel the parents on other pertinent needs. Modules include materials needed, typical setting, how to teach using small steps and various levels of assistance, and reminders of rewards for successful behavior. Home visits by the teacher continue throughout the school year on a monthly basis or as needed. Over the total nine-year curriculum, students should master all of the skills in self-help and language. Coordinating instruction with parental support reinforces learning and facilitates faster acquisition of skills.

Contact *Candi-Taylor Augustine, Project Director; 2757 West Pensacola; Tallahassee, FL 32304. (904) 488-3378.*

Developmental Funding: USOE ESEA Title IV-C JDRP No. 81-38 (11/19/81)

GOOD SAMARITAN DIAGNOSTIC/PRESCRIPTIVE CLASSROOM FOR HANDICAPPED PRESCHOOL CHILDREN. A multidisiciplinary team approach to the education of handicapped preschool children, including treatment. Approved by the JDRP for handicapped preschool children.

Description One classroom for moderately to profoundly handicapped children (18 months to 3 years) has been established in the Good Samaritan program. Before enrollment in the program, children are given a thorough diagnosis and evaluation, then placed in a specific teaching sequence by means of the program's prescriptive placement test. The curriculum, which is organized by developmental sequences, covers self-help, motor skills, expressive and receptive language, cognitive skills, and social skills. In addition, physical therapy, occupational therapy, speech therapy, and monitoring of each child's medical treatment are incorporated into the classroom activities.

Each classroom is staffed by a teacher and an assistant teacher. Parents, volunteers, and college practicum students help with individual instruction, and parents are encouraged to continue instruction at home as well.

Psychological services for the children and their families, as well as developmental pediatric consultation on site for the children and training in skill development and behavior management for parents are all provided by the program.

Contact *David N. Grove, Director of Children's Programs: Good Samaritan Hospital and Medical Center; 2215 N. W. Northrup St.; Portland, OR 97210. (503) 229-7220.*

Developmental Funding: USOE BEH and Local JDRP No. 81-12 (6/11/81)

INTERACTIVE CURRICULAR EXPERIENCE. A process approach to developing individualized programs for the handicapped student using home, school, and community resources. Approved by JDRP for the trainable mentally handicapped, ages 3-21.

Description Home, school, and community resources are tapped in developing the individualized educational program for each student. Teachers specially trained in curriculum, behavior management, family involvement, community interaction, and process management train families in instructional and behavior management techniques, help parents understand what their children can be expected to achieve, maintain liaison between school and home, coordinate home and school instruction, help parents in using community resources, and train school aides and volunteers. Each student's objectives focus on the acquisition of skills necessary for functioning in the community. For example, the student completes an application form (for a Social Security Card, a job, a driver's license, etc.) Students receive 15-75 minutes of instruction per week on selected objectives in school and an average of ten minutes per week at home on the same objectives. Parents and community members take part in the processes of setting student goals and of adapting existing curricular materials to assist students in reaching these independence goals. Community members are also oriented toward involvement in the school advisory committee, student job placement, fund raising, and volunteer activities.

Contact *Susan C. Goodall, Project Director; Margaret K. Lewis Center; 1527 Lincoln Avenue; Panama City, FL 32405. (904) 785-7608 or 763-0036.*

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 80-3 (4/22/80)

LIVING INDEPENDENCE TRAINING. A special education program teaching daily living skills. Approved by JDRP for severely/profoundly retarded students.

Description The program enhances the daily living skills of retarded students through a group teaching approach. The curriculum provides for daily teaching in seven self-care areas including: haircare, handwashing, eating, toileting, toothbrushing, bathing, and dressing. Each activity contains five "Molar Steps" through which a student logically progresses in completing the task.

"Molar Task" instructions are short and concise so as to be easily understood by the learner and easily remembered by the trainer. Teacher/trainers are provided with reponse definitions which specify the criteria that must be met for each task. This ensures that every trainer expects the same standard of performance.

Students are heterogeneously grouped by independence levels within small groups determined by the physical environment, allowing teachers to supervise various levels simultaneously.

Program participants demonstrate significantly greater gains (p .01) in functional independence as measured by the LIT Daily Rating Scale and the Self Care Assessment (SAS).

Contact *Ms. Dee Maas; "Living Independence Training", Wheat Ridge Regional Center, Wheat Ridge, CO 80033. (303) 424-7791.*

Developmental Funding: ESEA Title IV-C JDRP No. 83-53 (1/24/84)

MACOMB 0-3 REGIONAL PROJECT: A Rural Child/Parent Service. A project that provides home-based remedial and educational services to handicapped young children and their parents in rural areas. Approved by JDRP for children from birth to age three and their parents.

Description The program has two main goals: to provide an effective educational and remedial program for the optimal development of handicapped infants and children in rural areas, and to help parents who live in rural areas acquire skills and knowledge that will make them more effective in dealing with their handicapped child. The project is based on the assumption that parental involvement and cooperation, and enthusiasm and coordination among the persons who work with the child and family are all essential. The components of the Macomb 0-3 Model includes Home Visits, Sharing Centers, WADE (Water Activities for Developmental Enhancement), Core Curriculum, Program Evaluation, and Transition. Staff requirements for a Macomb 0-3 Program include a Child Development Specialist (CDS) who acts as case manager and works closely with the children and their families. Parents are involved in the early intervention program in a variety of ways. During weekly home visits the CDS and parents work as a team with the child. Parents also participate in the planning of biweekly or monthly Sharing Centers, which are located in community buildings or homes and which function much like cooperative nursery schools, providing opportunities for families to get together for enjoyable learning activities. The Piagetian-based Core Curriculum is an integral part of the Macomb 0-3 Model. Activities are planned to obtain goals in gross motor, fine motor, cognition, social, communication, and self-care.

Contact *Patricia Hutinger, Director; Macomb 0-3 Project; 27 Horrabin Hall; Western Illinois University; Macomb, IL 61455. (309) 298-1634.*

Developmental Funding: USOE BEH JDRP No. 80-8 (6/17/80)

MAPPS: Multi-Agency Project for Pre-Schoolers. An intervention program for delayed infants and young children. Aproved by JDRP for delayed children from birth to age 5 and their parents. Also appropriate for center-based programs for delayed preschoolers.

Description The Multi-Agency Project for Pre-Schoolers is a home-and community-based intervention program for delayed children in rural and remote areas, where professionals trained to work with handicapped children are often lacking. More recently, urban and minority populations, including native Americans, are now using the MAPPS model successfully. The program makes it possible for parents to act as intervention agents for their own children from birth to age 3 by providing a detailed and specific curriculum, training in its use, and weekly monitoring. The program makes the use of existing preschool and community day-care services practical by providing curriculum materials and training for parents and teachers of children 3-5.

A key component of the MAPPS Project is the Curriculum and Monitoring System (CAMS), which covers six curriculum areas: receptive language, expressive language, motor development, self-help development, pre-academic skills, and social-emotional development. The system includes six sequenced curriculum programs with detailed teaching instructions appropriate for use by persons of various backgrounds, a manual providing an overview of the CAMS model and explaining the procedures for use of the curriculum programs, tests to determine where each child should be placed in each program, and an introductory slide-tape presentation. Behavioral principles, particularly those related to programmed instruction, were the basis for the design and development of these materials.

Contact *Glendon Casto; Project Director, (801) 750-2000; Adrienne Peterson, Training Coordinator, (801) 750-2019; Utah State University, Developmental Center for Handicapped Persons, Logan UT 84322-6825.*

Developmental Funding: USOE BEH

JDRP No. 80-7 (6/17/80)
Recertified (4/85)

PACKETS TO ASSIST LITERACY (PALS). A program to increase reading comprehension in four literacy need areas—employability skills, health, money management, and food preparation. JDRP approved for grade 7-12.

Description PALS materials are designed to provide a multi-level system for improving functional literacy in four specific content areas. Within each need area, comprehension skills are addressed by three exercise types. These exercises were constructed at each of six reading difficulty levels for each content area. Thus, student materials are made up of three kinds of exercise packets at six reading levels in each of four literacy need areas. Entry level into the PALS system is determined by placement test results. Within each need area, comprehension skills are addressed by three exercise types. Word recognition/meaning exercises use several strategies for teaching 100 special vocabulary words at each level in each content area. Sentence/section meaning exercises teach and give practice in understanding syntactic relationships using the learned specialized vocabulary. Reading exercises give specific practice in using context cues to increase comprehension; 10 specialized vocabulary words appear in each of the 20 passages at each level. Normal language patterns have been maintained, and cartoon illustrations enhance the attractiveness of the materials. Exit to the next level is achieved when a student exhibits 90% literal comprehension on three consecutive reading exercises. Students work in only one content area at a time and, depending on entry level and rate of progress, can continue work in PALS for several continuous months without repeating an assignment.

Contact *Kay Crawford; Panhandle Area Educational Cooperative; 411 West Boulevard; Chipley, FL 32428. (904) 638-4131.*

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 81-43 (12/18/81)

ROSE F. KENNEDY CENTER—COMMUNITY SCHOOL DISTRICT 8 DIAGNOSTIC INTERVENTION PROGRAM. Identification, evaluation, and diagnostic instruction of learning-disabled children. Approved by the JDRP for students with school learning problems, grades 2 through 4. This program has been used with primary and elementary children up to grade 6.

Description The primary objective of the program was to develop a model of educational intervention in which urban children with learning problems can be identified by the beginning of second grade, and helped to make meaningful improvement in reading through diagnostic testing and prescriptive teaching.

The model consists of five coordinated components: (1) identification of students with school learning problems through a formula utilizing standard reading scores and teacher recommendations; (2) diagnostic psychoeducational evaluation; (3) trial lessons which are designed to incorporate findings about a child's overall ability and his specific strengths and weaknesses into a program of instruction (visual and auditory modalities of learning are explored by presenting a phonic approach emphasizing the sounds of individual letters, and a sight approach stressing the learning of total word configurations); (4) establishment and monitoring of individual educational programs utilizing the results of the trial lessons as a starting point to ensure successful reading experiences, supplemented by other methods of reading instruction; and (5) ongoing teacher and parent training and support through teacher and parent workshops.

Contact *Dr. Ruth L. Gottesman, Chief of Psychoeducational Services; Children's Evaluation and Rehabilitation Center; Rose F. Kennedy Center; Albert Einstein College of Medicine of Yeshiva University; Bronx, NY 10461. (212) 430-2434.*

Developmental Funding: USDE OSE JDRP No. 82-3 (3/25/82)

SPECIAL EDUCATION PRESCHOOL PROGRAM. A program serving moderately, severely, and profoundly hearing-impaired preschoolers (ages 0-5), and their families. Approved by JDRP for preschool children with developmental and communication disorders.

Description This project now operates solely as a Minneapolis Public Schools special education program funded through the combined resources of local, state and P.L. 94-142 monies. The program is family-oriented and noncategorical, assuming individual prescriptive programs for children and families. Child assessment by a multidisciplinary team offers a developmental profile of communication, psychomotor, cognitive, and social/adaptive behaviors. Program options change as the needs of the population served change.

Counseling, education and guidance of parents ensures active family participation in the program. Service options for families include individual parent guidance and parent-teaching sessions, weekly parent meetings, monthly parent meetings, single parent groups, and "topical" meetings.

Contact *Janet Proehl, Coordinator; Special Education Preschool Program; 3017 E. 31st St; Minneapolis, MN 55406-2093. (612) 721-5007.*

Developmental Funding: USOE BEH Title IV-C JDRP No. 75-65 (9/3/75)

PROJECT SUCCESS FOR THE SLD CHILD. A prescriptive program and classroom delivery system for pupils in grades 1-4 with specific language disabilities. Approved by JDRP for pupils grades 1-4 with specific language disabilities. This program has also been used in other settings with grades K and 5-9.

Description Project Success for the SLD Child provides a prescriptive program and classroom delivery system operating in three areas: a structural linguistic language program with a multisensory approach integrates all aspects of language—reading, writing, speaking, and listening; motor perception training and adaptive physical education emphasize the relation of movement to learning in areas of muscular strength, dynamic balance, body awareness, spatial awareness, and temporal awareness to develop the capacity to make efficient and effective use of the body; and technique modification in other curriculum areas allows SLD students to capitalize on strong modalities. This individualized learning program keeps the child functioning in an adequate manner within the educational mainstream.

Contact *Richard Metteer, Director; Project Success; Wayne Middle School; 312 Douglas; Wayne, NB 68787. (402) 375-2230.*

Developmental Funding: USOE ESEA Title III JDRP No. 14 (4/9/73)

VERMONT SPECIAL SERVICES PROJECT (VSSP). An intensive, behaviorally-oriented, community-based residential training program for autistic, or severly handicapped and behaviorally disordered clients. Approved by JDRP for autistic, or mentally retarded adolescents and young adults with severe behavioral problems.

Description The purpose of the Vermont Children's Special Services Project is to meet the needs of autistic youth in a carefully structured community environment rather than a hospital. In a specifically designed intermediate care facility, autistic residents can be taught to master and maintain necessary daily living and community participation skills and to show an increase in socially adaptive behavior.

VSSP, administered by one of Vermont's 10 mental health agencies, provides an array of services, from more to less restrictive in a comprehensive deinstitutionalization model. JDRP approval has been granted specifically for the programs in the project's Intermediate Care Facilities (IFC's) that were developed for and which currently serve autistic adolescents and young adults. The IFC's, funded through Title XIX (Medicaid), are 6-bed homes located in residential areas. The facilities allow for a more normalized setting than state hospitals, and are staffed to provide intensive treatment and training such that in a one- to three-year period the residents are able to successfully move to less restrictive settings. Autistic children in the residential treatment program for an 18-month period demonstrated increased rates of individual improvement in independent living skills throughout residency (p .05) using a standard scale (Becoming Independent) based on behavioral observations. Case studies provided evidence of reductions in self-injurous and self-stimulatory behaviors.

Contact *Dr. Terry Starkey; Vermont Special Services Project; Washington County Mental Health Services, Inc.; P.O. Box 647; Montpelier, VT 05602.*

Developmental Funding: State Medicaid JDRP No. 82-50 (5/18/83)

SECTION P:
Projects with Services No Longer Available

JOINT DISSEMINATION REVIEW PANEL APPROVED PROJECTS WITH LIMITED AVAILABILITY

The projects listed below were approved by the Joint Dissemination Review Panel. They have performed exemplary work in improving education, but their availability is restricted or services are no longer available.

Akron Follow Through: Project Self
(Selected Educational Learning Fundamentals)
Akron, Ohio
JDRP Approval: 9/12/77
JDRP Number: 77-155

APEC: America's Possible Energy Choices
Rockford, Illinois
JDRP Approval: 8/18/80
JDRP Number: 80-18

Aprendemos En Dos Idiomas:
Title VII Bilingual Program
Corpus Christi, Texas
JDRP Approval: 6/27/75
JDPR Number: 75-56

BASE:
Bilingual Alternative for Secondary Education
Miami, Florida
JDRP Approval: 4/21/82
JDRP Number: 82-1

CARE:
Correlating Art and Reading Essentials
Tallahassee, Florida
JDRP Approval: 1/20/82
JDRP Number: 81-49

CATCH-UP—KEEP-UP
Tucson, Arizona
JDRP Approval: 12/16/74
JDRP Number: 74-120

C.E.N.T.$.
(Creative Economic Notions for Teachers and Students)
Columbia, South Carolina
JDRP Approval: 5/26/82
JDRP Number: 82-30

CHAPTER I, ECIA PRESCHOOL
Bessemer, Alabama
JDRP Approval: 4/4-5/73
JDRP Number: 26

Comprehensive Foundation Studies
Program for the High Risk Student
Charleston, South Carolina
JDRP Approval: 7/23/81
JDRP Number: 81-17

Comprehensive Program for Handicapped
Preschool Children and Their Families
in Rural and Non-Urban Areas
Fargo, North Dakota
JDRP Approval: 11/7/79
JDRP Number: 79-35

Comprehensive Training Program for
Infant and Young Cerebral Palsied Children
Wauwatosa, Wisconsin
JDRP Approval: 9/3/75
JDRP Number: 75-62

Contract Learning for
Educable Mentally Retarded Students
Grand Rapids, Michigan
JDRP Approval: 1/21/75
JDRP Number: 75-11

CRAM: Compensatory Reading
and Mathematics Program
Winchester, Virginia
JDRP Approval: 5/23/79
JDRP Number: 79-16

Dale Avenue Early Childhood Education Project
Cape May, New Jersey
JDRP Approval: 4/16/73
JDRP Number: 13

DeKalb County Follow Through:
A Direct Instructional Model
Smithville, Tennessee
JDRP Approval: 12/29/80
JDRP Number: 80-50a

Developing Models for Special Education (DMSE)
Monticello, Florida
JDRP Approval: 3/16/79
JDRP Number: 79-6

Directory of Representative
Work Education Programs, 1972-73
Washington, D.C.
JDRP Approval: 6/21/73
JDRP Number: 49

Duval Consumer Education Curriculum
Jacksonville, Florida
JDRP Approval: 4/15/81
JDRP Number: 80-44

Early Childhood Education—
All Day Kindergarten
Cincinnati, Ohio
JDRP Approval: 2/26/74
JDRP Number: 74-16

Elementary Metric Project
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FEED: Facilitative Environment
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JDRP Number: 80-12

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JDRP Number: 77-110

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PA: Project Advocate—
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PAL: Public Advancing In Learning
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